ABSTRACT
        Project Renewal assessed the needs of persons aged 60
and over in the districts served by Highland Community College,
Kishwaukee College, and Rock Valley College (Illinois), with special
focus on the role of educational institutions in meeting those needs.
Through interinstitutional cooperation by the three community
colleges and Northern Illinois University, a study was conducted
using the Delphi technique, interviews, questionnaires for older
adults, and surveys of present services available to older adults and
the in-service training needs of those delivering such services.
Transportation emerged as the greatest need. Because information
clearinghouses would maximize coordination of services, their
development was also given high priority. Other priorities
established were provision of informal learning experiences relevant
to daily living for older adults, including pre-retirement planning,
leisure time activities, and the involvement of older adults in
volunteer roles. The need for in-service training of persons serving
older adults in these areas was also recognized. A model of
interinstitutional cooperation developed by the project is
recommended as a basis for cooperative delivery of services. Maps,
Delphi materials, forms, and data are appended. (NHM)

Final Report

Public Service Grant DA-519-1

PROJECT RENEWAL

Highland Community College
Freeport, Illinois

Rock Valley College
Rockford, Illinois

Kishwaukee College
Malta, Illinois

Northern Illinois University
DeKalb, Illinois

June, 1973

State of Illinois

ILLINOIS JUNIOR COLLEGE BOARD

THE CONSORTIUM

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SUMMARY

Project Renewal assessed the needs of persons aged sixty and over in the districts of Highland Community College, Kishwaukee College, and Rock Valley College--with special focus on the role of educational institutions in meeting those needs. The four-month feasibility study was implemented, through inter-institutional cooperation, by those three colleges and Northern Illinois University, a resource. Through such cooperation, they formulated a proposal, pooled resources to conduct the study, and are now prepared to propose programming, which on a cooperative basis, will increase the quality, quantity, and efficiency with which the programming can be delivered. A Public Service Grant made the study possible.

Procedures included the Delphi Technique, interviews, questionnaires for older adults, a survey of present services available to older adults, in-service training needs of those delivering such services, a survey of adult education delivery systems, and the development of a model for further inter-institutional cooperation.

Transportation emerged as one of the greatest needs; to be without it is to be dependent or isolated. Any older adult programming that does not reduce the effect of lack of transportation, either through providing transportation or through taking the service to truly accessible neighborhood sites, will sever potential consumers as surely as if they were deemed ineligible.

Clearinghouses of information likewise were given top priority; they would link older adults to services and maximize coordination of service. Other priorities established were in-service training for service deliverers and informal learning relevant to daily living for older adults.

Cooperatively, the institutions should develop resources relevant to older adults for clearinghouses, in-service training, informal learning, and pre-retirement planning.

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FIGURES

I. BACKGROUND

Purpose: Project Renewal sought answers to these questions: What
are the needs of older adults? Can the community college help meet those
needs? Can three community colleges and a university, cooperating among
themselves and with other community resources, meet those needs more
adequately, or more efficiently?

In seeking the answers to those questions, two inter-related yet
distinct areas became apparent: programming for persons aged sixty and
older, and inter-institutional cooperation. For the sake of addressing
each one more directly, the two areas were treated somewhat separately.

OLDER ADULTS

Impetus: Why did the consortium propose to direct the resources of
four educational institutions toward an age group which begins at 60?

The first consideration was the potential for improved delivery of
service through inter-institutional cooperation. The similarity between
the planning area of the regional Agency on Aging and of the three community
colleges increased that potential. See Appendix A for a map of the Agency
on Aging regions.

Another consideration was the significant proportion of population
that this age group represents. Persons aged 60 and above total 68,549 or
13% in the eight counties served by the consortium. See Appendix B for
that population by county. Nation-wide and state-wide the number of older
persons is steadily increasing more than other age groups are; there is
no reason to believe that northwestern Illinois is an exception to that
trend.

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In 1970, approximately 10% of the Illinois population was 65 or older; projections indicate that this age group will increase to 10.6% by 1980.*

Previous Collections of Data: Another consideration was specific need. County surveys, regional conferences, and a state conference held in preparation for the White House Conference on Aging all pointed to three critical problems: insufficient income, inadequate health service, and unsatisfactory living arrangements. Statistics compiled by the Northwestern Illinois Area Agency on Aging verified the poverty problem: 24.9% of the older adults in its planning area are below the poverty line; nutrition poses a problem for 58.7% of them who lack facilities or live alone.

Were there educational programs which addressed themselves to these problems?

A 1971 Survey of County Needs and Resources Related to Older People, conducted for the State of Illinois, revealed almost a complete absence of educational programs oriented to the specific needs of older adults. In fact, only one high school in the eight counties included in Project Renewal had reported informational offerings specific to this age group, and those offerings were limited to retirement and Social Security.

The survey indicated that even when informal learning was available to adults, at least two factors prevented the older age group from participating to a significant degree: cost and lack of transportation.

Potential for further programming: It seemed conceivable that through the pooling of resources, the consortium could better study (a) maximizing

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*Mayor's Office for Senior Citizens, City of Chicago. "Social and Economic. Profile of the Elderly in Illinois," 1973, p.1.

use of present delivery systems and (b) creating new and innovative programming.

INTER-INSTITUTIONAL COOPERATION

Impetus: In January of 1971, the Illinois General Assembly unanimously resolved that the Board of Higher Education foster and support inter-institutional cooperation among public and non-public institutions of higher learning throughout the state. That spring, the General Assembly and the Governor approved enabling legislation to that effect.

A report published by the Illinois Board of Higher Education in April of 1972 indicated a large number of existing cooperative arrangements involving Illinois institutions of higher learning. On the basis of questionnaire responses, reaction to those arrangements had many favorable aspects:

Two-thirds of the respondents reported involvement in a cooperative arrangement, ranging from city-wide to world-wide. Unmet student and community needs prompted the arrangements, with initiation coming chiefly from the administration, or from a committed faculty member. Agreements and governance varied in formality and type. Likewise the nature of the joint endeavors varied. (See Appendix B for a list of categories.) The institutions felt no loss of autonomy. They cited enriched academic programs and increased ability to serve student needs as the greatest gains. Most reported no development of problems; others noted difficulties in operations and in securing additional funding.

Potential for new cooperative arrangements was said to be limited by financial resources and administrative/staff planning time. Respondents believed the results had been worth the effort. They were interested in

further cooperation, and they identified one key facilitating factor: institutional commitment to cooperative endeavors. See the Substance of Cooperative Arrangements list in Appendix B. .

Previous Cooperation Among Consortium: Specific cooperation among the consortium had been limited to two-party arrangements and to the sharing of facilities or isolated courses. Even that limited level of joint effort, however, had yielded benefits:

    a. saving duplication of facilities that involve high
       expense and low utilization

    b. saving duplication of specialized classes.

    c. enriching programs and resources beyond the measure
       that could be provided by the parent institution alone.

Potential for Further Cooperation: It seemed reasonable to expect that cooperation which extended from two neighboring institutions to four, and which expanded from courses to programs, could increase the yield of benefits further. Highland, Kishwaukee, and Rock Valley Colleges and Northern Illinois University felt that cooperatively they might better use their human and financial resources and integrate them into the planning, administration, and evaluation of a feasibility study. Furthermore, it seemed reasonable to expect that inter-institutional cooperation would strengthen the base of community services for all age groups by establishing a model for future inter-institutional programming.

II. THE STUDY

OLDER ADULTS

Objectives: The proposal stated the following objectives related to older adults: to identify programs and services which could be extended to senior citizens through inter-institutional cooperation. For more specific direction, that objective was refined thus:

1. to discover data on older adults already available

2. to determine to what extent programs and services are presently available to older adults·

3. to determine the needs of the older adults living in the three given community college districts, based on

   a. how older adults view them

   b. what other sources indicate

4. to prioritize the needs of older adults

5. to determine which needs inter-institutional cooperation can best meet

6. to make practical recommendations related to identified needs and inter-institutional ability to address those needs.

Target Population: In the proposal, the target population was described as persons 65 or older. To remain consistent with the state planning agencies for the aging, however, Project Renewal defined "older adults" as those persons sixty (60) or older. To make study findings most directly relevant to those eligible to receive community college services, the target population was limited to older adults living in the districts of Highland,

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Kishwaukee, or Rock Valley colleges. In summary, those districts include
the following counties: all of Stephenson; most of Boone, DeKalb, Jo Daviess,
Ogle, and Winnebago; and parts of Carroll and Lee. See Appendix A for maps
of the three districts.

INTER-INSTITUTIONAL COOPERATION

Objectives: Through inter-institutional cooperation, the consortium
proposed to strive for the following objectives:

1. to strengthen the community services programs

2. to reduce or eliminate duplication of effort

3. to identify human needs and agencies most able to
   meet those needs

4. to foster cooperation among other educational and
   social institutions

5. to help meet the demand of higher education for the
   sharing of human and economic resources

6. to develop a communications network which would function
   as a clearinghouse of information for the identified
   clientele, senior citizens

Those objectives were restated thus;

1. to create and test a model of inter-institutional coopera-
   tion for possible future collaboration and cooperation

2. to make practical recommendations regarding inter-institu-
   tional cooperation

3. to identify and provide a list of duplications of effort

4. to identify and provide a list of agencies most able to
   meet the educational needs of older adults, including infor-
   mational

Scope: At least three considerations were decisive in limiting the

target group to Highland, Kishwaukee, and Rock Valley community colleges

and Northern Illinois University:

1. distance short enough to afford easy access

2. number of institutions small enough to allow simplicity and

    flexibility in planning

3. districts contiguous enough to make joint planning appropriate

III. PROCEDURES

OLDER ADULTS

To implement the feasibility study, the following procedures were established relative to older adult needs and programming.

1. <u>Advisory Councils</u>: A total of twenty-one individuals advised the staff of Project Renewal, representing such areas as planning, program development, informal and formal education, community centers, public agencies, councils on aging, and senior citizen organizations. Collaboration with the Northwestern Illinois Area Agency on Aging was especially helpful because its planning area includes all of the eight counties that were wholly or partly within the Project Renewal boundaries.

2. <u>Interviews</u>: To discover data already available on older adults and to give direction to the remainder of the fact-finding, interviews were conducted by the respective coordinator of each of the three college districts. Among older adults, the coordinators sought opinions regarding a) needs and b) information or activities desired. Among persons working with older adults, the coordinators sought opinions regarding a) perceived needs of older adults and b) means by which the interviewee and his co-workers might be able to better serve older adults. Both groups were asked to recommend persons considered knowledgeable about that age group.

3. <u>Delphi Technique</u>: Except for two questions specific to inter-institutional cooperation, the Delphi questionnaires were used to determine:

    a. the needs of older adults, as perceived by persons identified as knowledgeable about that age group

b. means by which responding agencies could improve their ability to serve older adults

c. resources that should be developed or expanded

Briefly, the Delphi technique is "... a carefully designed program of sequential individual interrogations (best conducted by questionnaires) interspersed with information and feedback..."* Further information about the technique and the rationale for its use in this project can be found in Appendix C.

For Project Renewal, the procedure was this:

a. Selection of respondents, believed to be knowledgeable about older adults, was based on recommendations from persons presently working with older adults. From Highland, Kishwaukee, and Rock Valley districts, there were 20, 19, and 18 individuals requested to participate, respectively. The respondents included both older adults and persons working with older adults. They are listed in Appendix C.

b. To facilitate cooperation, the coordinators sent letters of self-introduction and made visits.

c. A first questionnaire, called Round I, was formulated. Categories used to help prompt and structure respondents' suggestions were adapted from the United Way of America Service Identification System (UWASSIS). A complete chart is in Appendix B.

d. Input was sought from respondents on Round I. To assure adequate time for two rounds, which is the minimum for any Delphi, the first round was hand delivered and collected by the coordinators.

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*Alfred Rasp, Jr. "A New Tool for Administrators: Delphi and Decision Making." Olympia, Washington: Office of the Superintendent of Public Instruction. 1973, p. 5

The complete questionnaire and cover letter are in Appendix C.

e. A second questionnaire, called Round II, was formulated, taking its direction from results of Round I.

f. In Round II, the same respondents were provided a summation of the first round and asked to set priorities. With the exception of Highland district, the questionnaires were again hand delivered; all were hand collected. A copy of the Round II questionnaire and its cover letter are in Appendix C.

4. Individual questionnaire: An individual questionnaire was developed to supplement other information on the needs, interests, and preferences of older adults. The UWASSIS Chart was used as a reference, as it was for the Delphi. Rather than merely turn to the most accessible groups, i. e., residents of hi-rises and nursing homes, the staff sought to include persons living in private residence. The thought was that those in private residence represent the major portion of the older age group and yet seem to receive even fewer services than their counterparts.

The staff was able to secure a total of 241 completed questionnaires from the following:

a. interviews by the coordinators in the homes of persons suggested to them as "isolates".*

b. interviews at a nutrition site

c. assistance of program directors for senior citizens

d. meetings of senior citizen clubs

Several factors required that many questionnaires be completed by interview rather than self-administered:

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*The Northwestern Illinois Area Agency on Aging uses two state-defined criteria for isolation: residence in a one-person household or residence in a rural area.

a. length of the questionnaire

b. failing eyesight of the respondent

c. functional illiteracy

d. unfamiliarity with written forms in general

5. Survey of present services: To supplement and update the informa-
tion available from directories and from the 1971 State of Illinois
survey, a one-page survey was circulated among agencies who serve
older adults exclusively or as part of a larger clientele.

It was convenient, and consistent with the Delphi and indi-
vidual questionnaires, to again use the UWASSIS chart as a reference.
Included in the survey were sections which inquired as to present
in-service staff training, and desire for further training resources.

For applicable Delphi respondents, the survey was attached to,
and delivered with, Round II. For others, the survey was mailed
with a stamped self-addressed envelope. Of 91 circulated, 69 were
returned. The survey appears in Appendix C with Round II.

6. Pilot Projects: Through a disadvantaged student grant from the
Illinois Junior College Board, the consortium expected to develop
and implement pilot projects in conjunction with Project Renewal.

Based on a one year program, the agreement specified a minimum
of 35 learning experiences, free of charge, to persons aged 65 and
over. The learning was to reach at least 1445 individuals and was
to occur in areas such as these:

a. how to maintain good health.

b. how to supplement income

c. how to identify sources of and secure services
offered by various social agencies

d. how to use one's time creatively

e. how to prepare a budget

f. how to shop

g. how to improve nutrition

This $20,000 grant was to test the feasibility of delivering services to older adults through inter-institutional cooperation. While awaiting final approval of the grant, the staff explored possibilities for such pilot projects, guided by needs becoming apparent even before all fact-finding was completed.

INTER-INSTITUTIONAL COOPERATION

1. Development of the model:

A. Organization (see organizational chart in Appendix B)

1. Consortium - Composed of one representative from each cooperating institution; charged with the responsibility of implementing the feasibility study. These individuals were the same four representatives who formulated the initial proposal.

2. Project Director - Selected by consortium and given direct responsibility for carrying out the project and writing the final report. Staff had already been hired.

3. Project Secretary - Performed secretarial duties to project as a whole and assisted Rock Valley coordinator.

4. Advisory Council - Selected by Project Director. Served as direct consultants to Project Director.

5. Research Assistant - Charged with responsibility for formulation of Delphi questionnaires and for tabulation procedures.

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6. Graduate assistant - Served as liaison between Project and university resources.

7. Local Coordinators - Field workers responsible for identification of data sources in own areas, plus collecting data. Served as direct link to people in own institution and agencies serving own geographic area.

8. District Advisory Councils - Selected by each coordinator for familiarity with respective districts; served as each coordinator's consultants.

9. Student Assistants - Helpers of each coordinator (except Rock Valley) and consortium staff member, designated on need basis.

B. Resources

   1. In-Kind:

      a. Released time for consortium staff members

      b. Consultant advice

      c. Office space

         - for coordinators at each institution

         - for Project Director and Secretary at Rock Valley College

      d. Financial Management - Highland Community College

      e. Secretarial Assistance - Northern Illinois University

      f. Payment of staff member - Northern Illinois University

      g. Consultant Advice: Northern Illinois University and community professions on advisory board

   2. Grant: $44,350-Illinois Junior College Board for one-year feasibility study

C. Communication and feedback:

    1. Meetings of staff members as a whole

    2. Conferences between director and individual staff members

    3. Conferences between director and consortium staff members

    4. Conferences between each coordinator and the respective consortium staff member

    5. Conferences between staff members and advisors

    6. Written progress reports

    7. Other correspondence

2. Delphi Technique: In regard to inter-institutional cooperation, the Delphi technique was used to determine:

    a. improvements to be made in inter-institutional or inter-agency cooperation

    b. services which might be provided by the colleges to foster inter-institutional or inter-agency cooperation.

The procedure was already described in the section on older adults.

3. Survey of Adult Education Programming:

The survey of adult education programming had a two-fold purpose:

    a. to determine the present delivery system of adult education

    b. to determine the potential for developing and expanding whatever cooperation existed already

The initial step was an interview with the dean of adult education at each of the four institutions, following a standard set of questions. A list of the questions is included in Appendix B. Those interviews uncovered additional sources to be explored, especially by letter and telephone.

4. Pilot Projects: Pilot Projects were discussed in the older adult section.

IV. RESULTS

OLDER ADULTS

1. **Interviews:** At least 33 interviews were conducted: 9 with older adults and 24 with persons working with that age group. Those interviews indicated the following areas of concern to be pursued in Project Renewal's fact-finding stage.

        transportation - 15
        social contacts - 12
        information about daily living - 12
        (including need for directories and newsletters)
        leisure time activities - 11
        health and nutrition - 8
        income - 3

2. **Delphi I:** For Round I of the Delphi survey, 57 respondents had been selected in the Kishwaukee, Rock Valley, and Highland community college districts; 56 responded in some manner:

        52 returned completed questionnaires
        3 returned blank questionnaires with explanatory notes:
            1 felt unfamiliar with specific needs of his
            community;
            1 felt that the questionnaire did not apply to
            her group;
            1 felt that the senior citizens of his county
            were very well cared for;
        1 found his time demanded by a crisis, so the coordinator
        withdrew her request of him.
        ——
        56

Need/Service areas were presented categorically; respondents were asked to check and give explanations for areas where added or improved services are <u>very much needed</u> by older adults. The Need/Service areas are listed according to the frequencies of checks and explanations given on the Delphi Questionnaire I. The questionnaire and cover letter are included in Appendix C.

DELPHI QUESTIONNAIRE I RESPONSES*

Needs of Older Adults

HCC = Highland Community College   RVC = Rock Valley College
KC   = Kishwaukee College   Nos.= frequency of checks
                                       accumulated

		HCC	KC	RVC	TOTAL
1.	Transportation	15	17	14	46
2.	Social Security, Retirement Benefits, Other Financial Aid	15	9	12	36
3.	Food and Nutrition	14	12	9	35
4.	Health (Physical) Maintenance and Care	11	12	12	35
5.	Recreation	12	9	12	33
6.	Housing	10	9	9	28
7.	Informal Education	7	10	9	26
8.	Social Adjustment, Development, and Usefulness	9	8	8	25
9.	Employment	8	8	7	23
10.	Mental Health Maintenance and Care	7	10	6	23
11.	Consumer Protection	6	6	10	22
12.	Public Protection, Justice, and Safety	6	5	9	20
13.	Individual and Family Life	10	3	7	20
14.	Spiritual	6	5	6	17
15.	Rehabilitation	3	5	6	14
16.	Environmental Protection	4	2	6	12
17.	Cultural	3	2	7	12
18.	Clothing and Apparel	4	4	3	11
19.	Formal Education	1	2	4	7
20.	Mental Retardation	1	2	2	5
21.	Clearinghouse	1			1
22.	Sexual Needs		1		1
23.	Citizen and Elderly Input			1	1
24.	Recognition of Individual Differences			1	1
25.	Privacy			1	1
26.	Advocate for elderly			1	1

Figure 1

*See sample responses for items 1 - 5 in the Summary included with Delphi
     Questionnaire II (Appendix C).

Following are other open questions asked on the Delphi Questionnaire I, along with the most frequent responses:

1. In your opinion, what do senior citizens wish they knew more about?

> how to stretch dollars (13)
>
> income benefits (11)
>
> how to obtain social services (13)

2. What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

> information on various basic needs (18)
>
> crafts (15)
>
> other leisure time activities (11)

3. What do those who work with the elderly wish they knew more about?

> motivation and programming (18)
>
> therapy, counseling (7)

4. What learning experiences that are not currently offered could be offered to those who work with the elderly in your area?

> geriatrics (11)
>
> communication (10)
>
> psychology (8)

Named as possible resources for new learning experiences were: community colleges, Northern Illinois University, Community Action Agencies, Councils on Aging, Mental Health Association, H. Douglas Singer Zone Center, nursing home professionals, and the Department of Higher Education.

5. If you work in an institution or an agency that serves the elderly, what would help you and your co-workers serve senior citizens better?

    -identification of older adults, their needs, and services available (9)

    -more courses and services for older adults (9)

    -funding information (8)

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

    -funds (16)

    -unaware, youth-oriented society (15)

    -transportation (10)

    -need for more trained personnel (10)

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

    -clearinghouse type information and activity (15)

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

    -training of staff, including workshops (11)

    -providing social and recreational activities. (11)

    -sharing information, staff, and facilities (8)

9. Please list resources in your area, which in your opinion, could be used (or used more adequarely) in providing services to senior citizens.

    -church groups and facilities (15)

    -schools and colleges (15)

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25

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

      -regular citizen column in newspaper (12)

      -other:

         --for radio; programs of senior citizen interest, e.g., old time music

         --programs performed by senior citizens

         --announcements of Social Security information, etc.

      -for newspaper; question and answer service

         --articles enhancing image, status of senior citizens

         --series of articles on problems facing elderly

11. Please list any special privileges currently provided for senior citizens in your area (bus passes, free meals, etc.)

      -reduced rates: pharmacies, restaurants (17)

      -hot lunch programs (11)

      -meals-on-wheels (9)

12. List any privileges which could be provided for senior citizens in your area

      -reduced bus and cab rates (25)

      -reduced or free admission to entertainment (11)

      -other miscellaneous discounts (15)

13. Do directories of services for senior citizens exist in your area?

      9 yes   29 no   15 no response

    If yes, are they used adequately?

      1 yes   4 no   4 no response

Suggestions:

    -paste-on form directory for phone book (4)

    -publish for all individuals (4)

14. Do you feel that senior citizens in your area know where to go
for help?

    12 yes 32 no

Suggestions:

    -central center for flow of information (9)

    -distribution of written information (9)

        --by directory (6)

        --by newsletter (3)

    -crisis line (6)

15. Are there any concerns you have about senior citizens that we
have not considered?

    -surveying the elderly themselves (coordinated,
    sound research) (5)

    -isolation (3)

    -regard for older adult as a person (3)

        --self-esteem

        --acceptance

        --right of self-determination

16. Are you yourself 60 years or older?

    11 yes   36 no   4 no response

DELPHI II: Based on the summary of Delphi I input, the respondents prioritized
the Need/Service areas for immediate action. These areas are presented in
Figure 2 as a total, rather than attempting to categorize them as most relevant
to inter-institutional cooperation or to older adult programming.

DELPHI QUESTIONNAIRE II RESPONSES

Priorities

HCC. = Highland Community College   RVC = Rock Valley College

KC = Kishwaukee College   Nos. = frequency accumulated

	HCC	KC	RVC	TOTAL
Transportation	14	12	9	35
Clearinghouses	5	9	11	25
Education (informal for older adults; in-service training for staff)	6	6	10	22
Recreation	5	4	5	14
Volunteers	4	4	5	13
Nutrition	6	3	3	12
Use of Mass Media	3	2	5	10
Health Facilities and Services	2	2	4	8
Visitation, calls to homebound	2	1		3
Advocacy			1	1
Spirtual Activities	1			1
Funding through legislation			1	1

Figure 2

4. Individual questionnaires: 241 persons filled out individual questionnaires (See copy in Appendix D). All individual questionnaires were computerized and printed out to allow comparison and evaluation of separate items, or relationship of one item to another. The following separate categories were printed out separately and examined to attempt to discover a) any amounts or types of variability of response and b) inter-relationships of variablity within more than one category:

1. college district
2. age
3. sex
4. education
5. urbanness
6. dwelling type
7. social contacts
8. activities
9. public transportation need
10. interest in learning
11. site preference
12. mobility
13. accessibility

a. Completeness of questionnaires: Virtually all questionnaires were filled out for categories 1 through 8 and for other categories which provided options to check. In categories 9 through 13 above, and in any requiring the respondent to list specific interests, activities, or the like, the rate of no-response generally reached about 30%, and was sometimes even higher.

b. Comparisons: Each separate print out was compared directly with an overall profile of all respondents to establish which categories tended to identify differences of response. Both the overall profile of response (all 241 respondents) and the breakdown by separate college district are reproduced in Appendix E. Surprisingly, no separate category (1-13 above) was seen to give a clear differentiation among

the sections into which it had been broken down. There were in some situations relative highs and lows of response, but never striking enough or consistent enough across the category breakdowns to indicate that the separate category could adequately establish definite patterns of need. Where there were rather clear cut differentiations, they will be noted during the later discussion of the overall sample profile. Because of the lack of particularly informative sections independent of the overall profile or breakdown by college districts, individual profiles of each category were not reproduced separately for th's report.

One possible exception was category #10 (Interest in Learning), which asked that people write down items in response to the question "What would you like to learn more about?" This item was item #10 on the questionnaire, and the first item on the second page. It was also the first item which requested that persons fill in items rather than merely checking one of a number of options. 56% of the total sample did not respond at all to this item. Of the number not responding at all, a much higher percentage of non-response on other items occurred, usually much higher than persons writing down one or two responses, and three or more responses. In nearly all other categories the responses of persons differentiated by this category responded very nearly as the total sample responded. The non-responders in this category were, however, much less likely to see the media as being able to be more useful to them (34%) than were those persons who responded with one or two responses, or three or more responses (53% and 62% respectively). There also were quite noticeable differences in the

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percentage of response to interest in the areas of Formal Education,
Informal Learning, and Personal and Social Areas. In nearly all cases,
persons without responses in the Interest of Learning Category were
markedly less likely to respond with as much interest as those who
made one or two responses or as those who made three or more responses.

c. Profile of the Total Sample: (See breakdowns per category in profile
in Appendix E)

   1. Age: About 3/4 of the sample ranged in age from 65-79 (74%),
      with nearly equal distribution through 5 year increments (65-69,
      70-74, and 75-79). 11% were between 55 and 64 years of age,
      while 18% were 89 years of age or older.

   2. Sex: Slightly more than 2/3 of the sample was female.

   3. Education: Over 3/5 (61%) of the sample did not complete high
      school, including nearly 1/5 (18%) who did not complete grade
      school. Approximately 2/5 did complete high school and slightly
      less than 1/5 (17%) had at least some college experience.

      A major interaction was present between Educational Level and
      use of the public library. Only 2% of Attended-Grade-School respon-
      dents indicated they use the public library, whereas persons with'
      greater amounts of formal education reported using the library pro-
      gressively more, those sample numbers who graduated from college
      registering 35% level of use. This was not a smooth increase across
      educational levels, but did indicate that assumption of a trend
      would not be too much in error.

      Persons who had not completed grade school were also much more
      likely to reside in towns of less than 25,000 (25% compared to 44%
      for total sample), so that proximity to library facilities may
      have been at least partially responsible for these figures.

4. Urbanness: Approximately 1/4 (23%) lived in the country or in a town of less than 5,000 people. Half of the sample lived in towns of 25,000 or less in the country. Nearly half (44%) lived in towns of greater than 25,000. 6% did not respond.

5. Dwelling: About 1/2 (49%) lived in their own home or apartment. 7% lived with relatives, while 41% lived in public or private housing of some sort.

6. Social Contacts with Family or Friends: Over 2/3 indicated spending at least some time with family or friends. Nearly a third (29%) of these persons indicated that they spent most of their time with them. In addition to the 2/3 noted, over 1/5, (21%) indicated spending time with family or friends at least "now and then". Only 6% indicated that they spent "hardly any" time with family or friends.

7. Group Activities: Nearly half of the sample (48%) indicated taking part in group activities at least weekly, with 11% of these persons indicating that this occurred nearly daily. An additional 17% indicated that they take part in group activities at least "now and then". Slightly more than 1/10 (11%) cited few group activities ("hardly at all").

8. Public Transportation Needed: Over 1/2 of the sample indicated greater need for public transportation on weekdays (52%), while other times were each favored by less than 10% of the sample. 30% did not respond.

9. Interest in Learning: Over 1/2 (56%) did not respond in any way when asked to list things that they would be interested in learning about. Nearly 2/5 (39%) indicated one or two areas of interest, while only 5% listed 3 or more areas of interest.

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The relationship of non-response on other items and categories
is addressed above.

10. Site Preference: The church was preferred by nearly 1/4 of
the sample, (23%). High Rise Centers were selected by 17%, but
most preferences for this selection came from the portion of the
sample from the Kishwaukee district; where 55% of the respondents
lived in High Rise quarters. Local schools were selected by
13% of the sample, with all other choices receiving preference
ratings of 8% or less. Many alternatives received less than one
per cent selection, or no responses at all. (Community Colleges,
Universities, Someone's Home). There was a 30% rate of no
response in this item.

11. Mobility: Nearly 1/2 (47%) indicated no problem of transporta-
tion to the preferred site. Over 1/5 (22%) indicated a trans-
portation problem, while nearly 1/3 (32%) did not respond.

12. Accessibility: Over 1/2 of the sample chose one of three sites
as most accessible: High Rise Center (19%), Church (17%), and
Local School (16%). Only small percentages chose other sites.
Nearly 1/3 (32%) did not respond.

Comparing accessibility and site preference by college dis-
trict profiles, it seemed likely that most persons checked
nearly the same items on both Accessibility and Site Preference.
The no-response rates were quite similar (30% and 32%), and
the responses to the other separate alternatives (which were
the same for both categories) were remarkably similar. Only
the church seems to vary much between Accessibility and Prefer-
ence, and this is only 6 percentage points (17% and 23% respect-
ively).

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13. <u>Learning Method</u>: Over 2/3 of the persons preferred meeting with other persons as the best method of learning (68%). Meeting with "other older adults" was rated only slightly above meeting with "mixed age group" (35% and 33% respectively). Nearly 1/5 (18%) did not respond. Television, reading, and radio received only small percentages of preference (6%, 5%, and 2%, respectively).

14. <u>Interests in Activities</u>: 2/5 (41%) indicated one or two activities they wanted to participate in, while 8% made 3 or more responses. Fewer than half the sample responded (49%).

15. <u>Social Activities/Entertainment Enjoyed</u>: Nearly half (45%) the sample indicated one or more areas of activity or entertainment, while an additional 17% indicated three or more. Slightly more than 1/3 (38%) did not respond.

16. <u>Use of Public Library</u>: Over 4/5 of the sample indicated that they do not use the public library (82%). 18% indicated use, but this seemed to be related to education and perhaps availability (see <u>Education</u> above). Persons in the Rock Valley sample indicated a much higher use (31%).

17. <u>Interest in Formal Education</u>: Over 1/4 indicated that they would prefer to share things that they know or can do with a class (26%). All other areas were selected by less than 10% of the sample. Although interest in a grade school diploma represented only 4% of the total sample, it did represent over 20% of those persons who indicated that they had not completed grade school (10 of 48). This was easily the greatest interest expressed in terms of completing the next higher level of formal education.

18. Interest in Informal Learning: Nine separate areas were in-
dicated as of interest to 10% of the sample or more. The most
popular area was that of information or help in Insurance,
Tax, Loans, etc., which elicited responses from nearly 1/3 of
the sample. Four other interest areas ranged slightly above
or near 1/5 of the sample, while an additional four areas were
selected by approximately 1/10. The specific percentages of
total choice and frequency of response are depicted on the
chart Areas of Interest. See Appendix E.

19. Personal and Social Areas: Five areas were of interest to
more than 1/3 of the total sample, while three areas each
approximated 1/4 of the sample. The remainder of the listed
areas ranged between 2% and 19%. Recreation and Income Pro-
tection were both indicated as being important to between 2/5
and 1/2 of the overall sample, while both Cultural and Spiritual
Activities elicited responses from 36% of the sample. The
specific percentages of total choice and frequency of responses
are depicted on the chart Areas of Interest in Appendix E.

20. Health: The areas under health were checked by few persons
as being those that persons wished help with or knowledge about.
7% was the maximum checking any single health item.

5. Survey of present services: The following summarizes the information

gathered from 69 questionnaires (completed by 20 group homes, 5

regional agencies, and 44 other agencies whose clientele includes

older adults). See Appendix C for the questionnaire form.

a. Most agencies (74%) stated that they were not able to serve

all older adults who needed and desired service.

b. Reasons given for inability to serve a larger clientele were

(may be duplicated numbers):

31% - lack of funding for programs

18% - lack of transportation

18% - prospect's unawareness of service

18% - agencies' inability to identify those in need

c. Checklists of present services elicited these extremes in

total responses:

--a high of 185 in areas that addressed themselves to

OPTIMAL PERSONAL AND SOCIAL ADJUSTMENT AND DEVELOPMENT

--a low of 56 in areas that addressed themselves to

ADEQUATE INCOME

(See the Survey of Present Services chart in Appendix

E for a complete listing).

d. In-service training is provided most frequently on-the-job

informally (56 of 232 responses, in duplicated numbers) and

through staff meetings (50 of 232, duplicated).

e. Most agencies (81%) desire further training resources.

f. They find their own facility and the community college equally

acceptable as a training site (23% each). See the Survey of

In-Service Training in Appendix E for complete responses.

To obtain an impression of the churches' role in serving older
adults, the Kishwaukee coordinator examined the church survey data
available (from the Northwestern Illinois Area Agency on Aging),
then polled the 84 churches in his district on several additional
questions. Based on a 51% return (43) the responses indicated that:

    a. 63% did not have a directory of social services

    b. 91% felt that their programs for older adults were
       inadequate

    c. 35% had specific ideas for improving services to older
       adults, with recreation and transportation being named
       most (8 and 6 times, respectively)

INTER-INSTITUTIONAL COOPERATION

1. Development of the model

    A. Organization – carried out as planned and earlier described. How-
       ever, policies regarding grant salaries to institutional staff
       members differed among the consortium. Thus two were salaried;
       salaries of the other two reverted to their respective institutions.

    B. Resources

      1. In-Kind:

        a. Released time for consortium staff members and consultant
          advice –– provided as requested by director

        b. Office space –– provided as pledged

        c. Financial management –– provided as pledged. Highland
          both advanced the funds for expenses incurred and managed
          them.

        d. Secretarial assistance –– provided as requested

e. Other:

                1. Data processing -- Kishwaukee

                2. Cover design -- Rock Valley

        2. Grant: Highland is anticipating reimbursement

    C. Communication and feedback

        1. Meetings -- called on a need basis to seek input, assign

            tasks, and exchange materials.

        2. Conferences -- held on a need basis, especially by telephone

        3. Written communications -- used mainly to review tasks,

            clarify agreements, and report progress

2. Delphi I: Although many questions on the Delphi I elicited responses that

    suggested cooperation, there were two which specifically focused on that

    area. See Figures 3 and 4.

3. Delphi II: Priorities set in the Delphi Questionnaire II were reported

    in the section on older adults. See Figure 2.

4. Survey of adult education delivery systems: Interviews and telephone

    conversations with persons involved in adult education programming re-

    vealed the following information:

    a) ADULT BASIC EDUCATION (reviewing basic skills through eighth

        grade level) is provided thus:

        Highland District:

            --by Highland Community College at three centers;

            occasionally industry also requests the program for

            its employees and bears part of the expense

        Kishwaukee District:

            --by Kishwaukee College only for the Spanish-speaking

            through a special grant from the Office of the Superin-

            tendent of Public Instruction

RESPONSES TO DELPHI I QUESTION:

In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

HCC = Highland Community College   Numbers = frequency accumulated in Delphi I
KC = Kishwaukee College
RVC = Rock Valley College

	HCC	KC	RVC	TOTAL
Clearinghouse for information and coordination		1	1	11
Eliminate overlap	1			
Consolidate to prevent duplication and confusion	2			
Communication and planning (county-wide perhaps)	2	2	2	
Improve working relationships, cooperation		4		6
Including in-service training		1		0
Raise consciousness of agencies toward cooperation			1	
Clearinghouse of information for senior citizens	1			5
Provide college office space for clearinghouse	1			
Disseminate information on service, as through newsletter	2		1	
Assessment of present services	1			2
Agencies just beginning to determine needs		1		
Less agency flag waving, more concern for people needing help			1	1
Remove artificial barriers that exist in community college			1	1
Good nutrition and health programs			1	1
Home visits			1	1
Agencies should focus attention on out patient			1	1
Tendency for some agencies to reject elderly for service				1
Does inter-institutional cooperation really exist? What evidence?		1		1
No problem	1		1	2
Deliver groceries	1			1

Figure 3

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RESPONSES TO DELPHI I QUESTION:

What services might be provided by the college in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

HCC = Highland Community College   Numbers = frequency accumulated in Delphi I
KC = Kishwaukee College
RVC = Rock Valley College

	HCC	KC	RVC	TOTAL
EDUCATION				16
Training (especially in-service), including workshops and courses		4	1	
Training to work together		1		
Train education staff to work with elderly		1		
Seminars on problem solving			1	
Seminars on group techniques			1	
Training of volunteer groups	1			
Geriatric courses	1			
Other Education				
Encourage older persons to attend classes of their choice		1		
Provide free or limited cost education		1		
Provide pre-retirement classes	1			
Provide formal and informal education		1		
ENTERTAINMENT				5
Free admission to college plays	1			
Programs by college students at senior citizen meetings; e.g., drama	1			
Films, slides, movies, and lectures		3		
ACTIVITIES				5
Foster grandparent	1			
Student leader in ceramics	1			
Activities for persons working with senior citizens			1	
General activities for senior citizens		2		
CLEARINGHOUSE				4
Joint committee for sharing information	1			
Clearinghouse on each campus	1			
Circulate legislative information affecting elderly	1			
Establish local resource center with local coordinator		1		
RESEARCH				2
On local level with specific recommendations			1	
Research elderly's needs and design programs accordingly			1	
OTHER				5
Visitation on 1:1 basis		1		
Share staff			1	
Share facilities			1	
Offer services such as printing			1	
Issue gold cards			1	

Figure 4

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Rock Valley District:

      —by the Rockford Board of Education at eleven sites

b) GENERAL EQUIVALENCY DIPLOMA (reviewing high school work) is

provided thus:

    Highland District:

      —by Highland Community College on campus and at three

        other centers

      —by Mt. Morris and Stockton school districts independently

    Kishwaukee District:

      —by Kishwaukee College on campus

      —by Sycamore High School district

    Rock Valley District:

      —by Rock Valley College at North Boone, Pecatonica, and

        Byron

      —by Rockford Public Schools

      —by Belvidere High School

c) ADULT CONTINUING EDUCATION (courses in areas such as self-

improvement, personal enrichment, and light occupational skills)

is provided thus:

    Highland District:

      —by Highland Community College on campus and at 14 centers

      —by the Cooperative Extension Service in each county

      —by the Young Women's Christian Association (YWCA) in

        Freeport

    Kishwaukee District:

      —by Kishwaukee College on campus and at one center

      —by Sycamore and Shabbona high schools independently

--by the Cooperative Extension Service in each county

--by the Young Men's Christian Association (YMCA) in DeKalb

Rock Valley District:

--by Rock Valley College on campus, at ten centers, and four
additional sites

--by Belvidere and South Beloit high schools, each independently

--by the Young Women's Christian Association (YWCA) in Rockford

--by the Young Men's Christian Association (YMCA) in Rockford

--by the Cooperative Extension Service of each county

--by several community centers

d) AVAILABILITY OF STUDENT PROFILES   Profiles on students are regularly
reported as follows:

Highland District:

--regular curriculum students by sex and three categories of
age (under 21, 21-35, 35+)

--adult continuing education students by sex and three categories
of age (under 21, 21-35, 35+)

Kishwaukee District:

--daytime students by sex and age by decades

--evening students, including regular curriculum by sex
and age by decades

Rock Valley District:

--regular curriculum students by sex and seven categories
of age (under 18, 18-21, 21-26, 26-31, 31-36, 36-40, over 40)

--adult continuing education students by sex only-

e) ENROLLMENT INFORMATION

--regular curriculum enrollment of older adults at community
college approximates less than 1% of the total enrollment

--adult continuing education enrollment of older adults at
each community college ranges from 0.6% at Kishwaukee, to
1.9 at Highland, to 2.9% at Rock Valley.

--a complete listing of classes taken by persons aged 60 and
older (at Rock Valley in the spring and fall of 1972) indicates
a broad range of interest. See Appendix E for the list by age.

--the Cooperative Extension Service estimates that 30% of its
enrollees are older adults

--older adults do not audit college classes

--the cost and enrollment procedure for auditing college classes
are the same as for credit enrollment

--at least three factors limit opportunities for enrolling
older adults tuition-free or at reduced rates through the
community college:

1. State law requires a uniform tuition scale for all "classes",
    based on the number of credit hours. Thus, if the college
    charges fifteen dollars per credit hour for liberal arts and
    vacational-technical classes, it must charge fifteen dollars
    per credit hour for continuing education classes. The latter
    are assigned credit hour values.

2. The state reimburses colleges only on the basis of credit
    hours generated through "classes".

3. Activities in hobbies, recreation, and other leisure-time
    pursuits are excluded from reimbursement.

f) SPECIAL PROGRAMMING   Only limited programming has been provided speci-
fically for older adults by the colleges.

--Highland provided a single session at each of four senior
citizen housing sites on retirement and medicare in 1971.

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--Rock Valley provides four activities in ten two-hour sessions
for senior citizens. Activities such as pottery and painting
are provided at no charge in four hi-rises. The program is
to continue into its fourth year, budgeted at $2,000.

--although all three colleges have cooperated with community
agencies and groups in providing workshops, none has been
specifically for persons working with older adults.

g) OTHER RESOURCES

--Northern Illinois University provides professional prepara-
tion programs in adult continuing education for persons holding
or intending to occupy positions such as:

- adult basic education teachers

- high school completion program teachers

- instructors of English as a second language

- administrators of adult continuing education.

--Some common schools provide family living courses, but they
tend not to include systematic treatment of understanding the
aging process, older adults, creative use of leisure time, or
retirement.

--The Cooperative Extension Service provides or facilitates in-
formal learning sessions, as requested, in areas for which
the University of Illinois can provide resources. Requests
need not be restricted to agriculture, rural homemaking, and
youth areas.

--Health education is named as one of the functions of county
health departments.

--At least one company, Woodward Governor of Rockford, provides
regular structured pre-retirement classes for employees.

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V. DISCUSSION

OLDER ADULTS

1. Individual questionnaires:

a. <u>Comparativeness of Sample to General Older Adult Population</u>: In order
for there to be any validity in using the results of the individual
questionnaires as indicative of choice or need for the older adult
population of the three college districts studied, there must be
reason to expect that the results approximate those which would be
found in that total population. If certain groups were over-represented,
it must be demonstrated that their responses did not bias the sample.

There were several areas of at least some magnitude of bias in the
sample, not by plan, but by circumstance. First, the sample included
about twice as many females as males. Although this is a larger
difference than is either present locally or on the national average,
there is in fact a national ratio of 138 to 100. Recent census data
and trend evaluation showed that this difference is becoming even
larger. Secondly, the sample included a considerable larger portion
of high school graduates than is generally present (37% as compared
to a national average of 16%). Thirdly, there was difficulty in
obtaining questionnaires from persons who were almost totally isolated
(not even sufficiently known to identify them for interviewing) which
resulted in a sample over-represented by persons participating in
social contacts and activities. Because of their own detachment and
the difficulty of other agencies being able to identify and/or serve
them, isolates probably would be low prognosis for using any learning
experience which might be definable for delivery.

As was noted in the results section, intensive comparison within categories and from one category to another did not indicate that there were great differences of magnitude or direction in the responses of subgroups. The categories used probably adequately identified subgroups so that significant differences would have been evident. Without greater evidence of direct outcome and/or choice bias in the responses tabulated, it seems reasonable to assume that the sample does adequately represent the general older adult population of the three college districts sufficiently for direct comparison.

b. <u>Separate items within the questionnaire</u>: If the general sample is considered to be reasonably representative, the results may be used to define areas of need. The following results may then be useful in terms of programming.

--<u>Transportation</u>: There is a definite choice for weekdays over all other times. There is a need for transportation (public or otherwise), if one considers delivering a not-in-the-home type of service. Apparently, weekdays are the times when the population would prefer to be away from home if they must leave home to be served. There would seem to be little question as to the reduced mobility of the client group.

--<u>Group Activities</u>: The sample tended to indicate that they took part in many group activities. (Over a third attended at least weekly). Service might best be delivered through already existent groups which continue because of social reward, rather than through new groups and locations which exist only temporarily for the purpose of service delivery. Familiarity with other persons and with locations used for service delivery would seem to maximize acceptance of learning situations, while unfamiliarity and new locations would

seem to minimize acceptance.

--Site Preference/Accessibility: These two categories were both so similar
that some tentative conclusions may be drawn even with nearly a 1/3 level
of non-response. Generally, there seemed to be little difference between
the selection made for both (alternative choices were the same). Proximity
might be closely related to acceptableness. There were really no high
choice alternatives that did not seem to be accompanied by proximity. The
bias towards group activities and meeting with other persons (see below)
might tend to make the consideration of socialness primary to the site at
which a service is delivered. Deficiencies in social contact may lower
prognosis for use.

--Mobility: This item might seem to conflict somewhat with the sizeable
response on identifying a need for public transportation on weekdays if
one does not realize that this question was oriented only toward being able
to get to one's site preference. Reduced overall mobility due to lack of
transportation, reduced ability to cope with traffic or negotiate within it,
or insufficient resources to maintain a car may be instrumental in reducing
the ability to participate. These factors tend to maximize the overall
transportation issue while putting the mobility-to-site preference issue
into a better perspective.

--Learning Method: There was a definite preference for interaction with
other persons. This was supported by the preference for sharing of one's
self within classroom situations. Few chose the media as a method of
learning. If written materials are used, it would seem wise to make them
even more available than they might be at libraries, use materials which
are graded in difficulty and complexity of thought, and make sure that
they are of large print with adequate figure-ground differentiation. The
low response to reading creates a question as to the availability of
adequate materials, the ease with which they may be obtained, or increasing

problems with concentration or vision, with increase in age.

Interaction with persons still seemed to be a primary preference,

with preference of persons in general being more important than

persons of any particular group (such as older adult peers).

--Items Checked as of Interest or Need: Because the items checked for

interest or need seemed to be equally checked by nearly all

categories and subgroups of categories, they would seem to indicate

at least the general areas of interest or need of the older adult

population within the three college districts. Because respondents

are potential consumers of services in the areas checked, the

magnitude of response should at least to some degree represent

consumer need or willingness to participate.

2. Delphi I and II: According to both Delphi questionnaire responses,

transportation is the most important need of older adults in the college

districts studied. Concern for transportation was among the foremost

responses to questions dealing with 1) suggested privileges for older adults,

and 2) limitations preventing more and better services to older adults.

The inter-relatedness of transportation and other areas is clear. Without

transportation there is no access to health care, social services, shopping

(especially for groceries, which require frequent, regular trips), and

recreation. Lack of transportation would appear to contribute to at least

two other situations which are problematic in the life of the older adult:

1) increased dependency on others ("being a burden"), and 2) isolation from

both needed personal contact and service. Any situation involving the lack

of public transportation or the inability of the older adult to use it

(often because of expense) necessarily results in services having to be

delivered to the neighborhood of the older adult or use of service monies for

transportation to a central location. Either situation reduces the amount of

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service resources (money, staff, time) available to deliver the actual service needed. Furthermore, even neighborhood sites are inaccessible a) during inclement weather or b) at all times for persons for whom a long walk is exhausting or impossible.

Clearinghouses of Information began as one of the lowest priorities in the input stage, Delphi I. After it was reported in the summary preparatory to the priority-setting stage of Delphi II, this category was elevated to second place in priority. Even in Delphi I, certain questions elicited responses which showed clearinghouse-type information to be very much needed. Older adults were described as being unaware of existing services. Lack of directories or central sources of information were blamed. When services are partialized at many sites and through many agencies, clear-informational access is crucial even if transportation (noted above) is present. The older adult would seem to be at a disadvantage when having to relate to complex delivery systems of service which require great effort to successfully identify and even greater effort to arrange.

Education ranked third on Delphi II. This category combined: 1) needs of older adults for daily-living kinds of information, and 2) needs of persons serving older adults for training and enrichment. Education does not ordinarily rank this high as a need of older adults; areas oriented to daily survival take precedence. It must be remembered that the focus of all questionnaires was ultimately need areas to which educational institutions could address themselves. It is particularly noteworthy that the service givers indicated a need for training for themselves and their fellow service-givers. Increased abilities of the person working with older adults may be more effective and efficient in increasing services available

and the quality of that service. Education of this formal nature is of less interest to older adults whose self-improvement would no longer relate to careers and vocations, something that is generally taken away from them at a specified age.

Recreation emerged fourth in priority. Respondents cited both: 1) the need of older adults for leisure-time activities, and 2) the need of persons working with them for skills in programming and motivation. Churches and schools were among those suggested as appropriate delivery systems for recreation. For persons working with older adults, their self-defined need for recreational skills directly supports priority #3 (Education).

Volunteers ranked fifth. This category included: 1) the expanded use of volunteers serving older adults, and 2) the use of older adults themselves in volunteer roles. It is noteworthy that service programs have in the last few years come to regard volunteer programs as one important way of increasing delivery of service and of sensitizing the community to needs. The training, use, coordination, and supervision of volunteers may in fact be an area of educational/training need in that the success of volunteerism is completely dependent upon these items. These activities would seem be most effective when carried out by the service agency itself, but there may be a considerable role for educational institutions, particularly in the training of people working with the older adult in establishing and carrying out volunteer programs. Collaboration with existing volunteer bureaus, such as that in Rockford, and with Retired Senior Volunteer Programs (RSVP), would be expedient. If older adults themselves serve in volunteer programs of any sort, they would have the same needs for effective training, use, coordination, and supervision if they are to be maximally effective and rewarded by their experience.

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SURVEY OF PRESENT SERVICES

The large majority of agencies who stated that they were not able to serve all older adults in need of service cited two limitations in the Survey of Services as: 1) lack of transportation, and 2) the unawareness of service by prospective clients. Only the lack of funding necessary to give service was deemed more limiting.

The checklists of services were intended to point out any gaps in service areas presently addressed. Some items did appear to be almost non-existent (e.g., day care for older adults). However, the agency's own assessment of how adequate those programs are is even more revealing, as discussed above. The need for not only available services, but adequate service is clear. It seems apparent that the agencies themselves are very aware of this situation.

For persons serving older adults, the need and desire for in-service training and enrichment are clear. This situation tended to be emphasized again and again both explicitly and implicitly. It is indeed a desirable situation that service people openly state this situation of need and seem ready to participate in programming which might maximize their potential for service. Churches, whom older adults often regard as a source of counseling and emotional support, do not have access to central sources of information such as directories and clearinghouses — largely because such items are nearly non-existent. This greatly reduces the potential of churches serving at least some role of direct referral to service outside themselves. In harmony with the suggestion (from the Delphi) that churches might have a great potential for expanded service both for programming and the use of facilities, the churches themselves express their desire to be doing more. Judging by the existence of church activities for older adults, the churches do consider this an appropriate area to address.

3. <u>Pilot projects</u>: For two reasons, pilot projects were not implemented:
a) the time that regular tasks of the feasibility study required, in an
already abbreviated time span, and b) the uncertainty as to whether
approval of the pilot project grant was finalized.

REFLECTION

The success of any increase in service depends on a number of factors
to be most successful. There must be a situation of need. There must be
an accessible site(s) for delivery. There must be people interested and
capable of delivery. There must be an acceptance by the consumer of the
services delivered. The data reported in the results section and further
discussed in this section address these necessary variables, to more
adequately meet the needs of the older adult. They may be capsulized thus:

1) Transportation and Mobility in terms of fixed and menial income:
   Older adults find it difficult or impossible to maintain relevant
   and necessary contact with persons and necessary services. At
   present, the question of establishing contact is at least equally
   as important as maintaining it.

2) Uniqueness of need for service: Degrees of impairment of abilities
   associated with aging (reading, hearing, physical mobility, etc.)
   often make service more difficult and require a specialized ability,
   patience, and understanding necessary within the person serving
   the older adult. These limitations may be subtle. Assumption
   that they are universal among the older adult, however, is likewise
   a disservice.

3) Imposed retirement: The role of education is particularly different
   because of the societal determination that age limits should be
   put on careers and vocations. The careers and vocations which
   stimulated learning and involvement must be replaced by other
   interests when the careers and vocations are taken away. Preparation
   for their termination must be more completely addressed, with an
   honesty and dignity that prevents the older adult from feeling
   unworthy and/or rejected when retirement is requested.

4) Direct and Supportive Service: The need for service results from
   both the aging process and a dependency created by a forced reduction
   of income (retirement). Service to older adults is a primary
   responsibility rather than a secondary one. Services must be relevant
   to the individual's unique situation and beneficial. Programming for
   the aged, because of pity or because it is the "thing to do" without
   other considerations is likely to result in fragmented, irrelevant,
   incomplete, and unuse service. The goal is to provide quality,
   coordinated, relevant and accessible service without increasing the
   complexity of the service system. Service givers must avoid creating mazes.

DISCUSSION

INTER-INSTITUTIONAL COOPERATION

.1. Development of the model

A. Organization

1. The fact that salaries for two of the four consortium
   staff members reverted to their institutions did not
   reduce the participation of those individuals. Perhaps
   their past personal associations helped reduce the
   effect of that inconsistency, as did their personal
   acceptance of the situation. Unanswered is the question
   of whether this particular inconsistency would effect
   the participation of different institutional representa-
   tives in future arrangements.

2. Having a director independent of any single institution
   proved workable and even advantageous. It assured
   not only the freedom from self-interest of any single
   institution, but from the appearance of self-interest.
   The same assurance could come from a body of four
   representatives directing activities; however, that would
   require persons with full-time responsibilities already
   to assume a task that deserves extensive fieldwork.

3. Advisory councils served as individuals' rather than as
   a group. The four month period into which the study was
   compressed imposed numerous and closely spaced deadlines
   that precluded the postponement of advice-seeking until
   several persons were mutually free. So many tasks compressed
   into four months severely reduced the use that could be

made of advisors.   While their guidance was valuable,

it could have been much moreso with a more moderate pace.

3. Use of a coordinator for each district who resided therein

was helpful, not only for his familiarity with the area

but for being regarded as one "invested in the area."

B. Resources

1. As with advisors, the four months did not allow optimum

use of consortium staff members as a resource, likewise,

consultants.   Many tasks had to be pursued too quickly.

However, all four were accommodating about any requests

made of them, expediting use of institutional resources

in particular.

2. Office space – This seemingly simple consideration

does have ramifications.   It requires that such matters

as project staff salaries and working conditions either

be compatible with those of the institution offering

the office space, or that the institutional staff under-

stands the reason for variation.   The morale of both

staffs depends on that compatibility and/or understanding.

Consequently, cooperation itself can be affected.

3. Financial management – The assignment of responsibility

for finance to one institution provided an efficient

system, both in procedure and in assessing expenditures

to date.   The options; however, are reduced by the

capacity of any given institution's budget to absorb costs

until reimbursement – which may not be forthcoming for

several months.

4. <u>Secretarial assistance</u> – Provision must be made for periods of heavily concentrated activity. This requires travel expense occasionally for calling all resources to the same site.

5. <u>Other resources</u> – Institutional representatives must have reasonable access to all campus resources. Such resources should not depend on personal favors, but on the institution's commitment to the project. Otherwise the representative may have to settle for less than the task requires.

C. Communication and feedback – The distance that separates participants in inter-institutional arrangements requires a generous telephone budget. Reducing the number of staff meetings through use of the telephone, however, reduces opportunities for staff members to respond to each others' input, and can cause feelings of isolation.

2. <u>Delphi I and II</u>: According to persons who were believed to be knowledgeable about older adults, the need for clearinghouses of information is the greatest need. Such clearinghouses would be most productive if they both facilitated coordination of service and provided an uncomplicated source of information for older adults. A product of that activity could well be the improved working relationships that were also cited as a major concern. Three resources that should be an integral part of any planning for clearinghouses are: a) the county councils of aging that are now either in operation or being planned for each of these Northwestern counties and b) the soon-to-be multi-county task force on aging, which is being organized by the Northwestern Illinois Area Agency on Aging and c) the NIAAA itself.

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The need for clearinghouses of information has been made clear by both older adults and service-givers. One obstacle to any voluntary organization trying to implement clearinghouses is the cost of office space and materials. This priority, then, should be of foremost consideration by the colleges, as they determine how they can best improve service to older adults. In general, programs for older adults must be at reduced rates or free; thus the possibilities for new programming must be carefully scrutinized and proposed on the basis of priority need and maximum number served.

In regard to the specific role that the community colleges and Northern Illinois University may play in fostering cooperation among institutions and agencies, training was suggested most. Training has already been discussed in the section on older adults, but special attention should be called to the adult education resources at Northern. Their potential goes beyond providing formal classes on how to teach older adults. Those resources should be used in creative ways too, such as the recent goal-setting workshop presented for a county council on aging.

Educational delivery systems: Duplications from college to college seem limited to offering similar courses. In view of accessibility, this duplication is a necessary one. If the colleges are to facilitate training requested of them by persons serving older adults, however, there is the threat of duplicating explorations for resources. Such activity should be a joint effort.

The use of many centers to deliver adult education is one plus. Further expansion of such centers would make informal classes more

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accessible to older adults who can afford to participate. Since churches were the favorite site preference among older adults, and since churches themselves expressed an interest to do more for this age group, churches should be seriously considered as additional sites.

The colleges cannot be expected to make their record-keeping completely uniform, but more exact reporting of older adult enrollment is desirable. If all older students are reported only as 35+, the director has no convenient measure of his progress toward reaching a wide age range, older adults in particular.

Perhaps the informal and short-term nature of Cooperative Extension classes explains the higher percentage of older adults it seems to be reaching.

Those two conditions can be matched by the colleges, but a third one, cost (which is lower through CES) is more difficult to address. Since the state apportions funds only for classes that require uniform tuition, the colleges must decide how much of the budget they can allocate to activities that are not at least partially self-sustaining. Such programming should be based on careful examination of needs addressed and target numbers, not on random. YMCA's and YWCA's likewise show low potential at the present because of membership and tuition fees.

In the interest of nurturing more positive attitudes and practical planning for retirement years, at least two provisions should be made: a) life cycle education in common schools and b) pre-retirement orientation by a combination of sources including the university, colleges, and industry.

Through maximum use of all existing delivery systems, educational resources can facilitate service to older adults in greater quality and quantity.

VI. RECOMMENDATIONS

OLDER ADULTS

Through inter-institutional and inter-agency cooperation:

1. Develop clearinghouses of information for older adults and
   for the agencies and groups that serve them.

   —Clearinghouses were established as one of the two highest
   priorities among service givers, and as one of the two
   highest interest areas among older adults (where to go if
   I need help).

   —Clearinghouses minimize the older adult's problems by
   linking him to the most appropriate resources.

   —Clearinghouses maximize the use of existing services.

2. Develop educational services for persons working with older adults.

   —Such service will increase the quality of service to older
   adults, and may even increase the quantity.

   —They expressed a need and desire for such service.

3. Develop informal-learning resources for older adults (especially
   related to daily living), to be provided at easily accessible sites.

   —Older adults expressed interest in knowing more about certain
   areas.

   —Service-givers and older adults themselves indicated more
   need for "survival" types of information for older adults
   than for formal education.

4. Develop pre-retirement planning resources.

   —Awareness of options early enough to prepare for the more
   desirable ones, plus a positive attitude toward retirement,
   will minimize problems for tomorrow's older adult.

   —The success of Woodward Governor's program provides a workable
   model, relevant to this region.

5. Maximize access to college resources for older adults as they relate to use of leisure-time: recreation, cultural events, entertainment, and socializing.

   —Older adults rated recreation as their top area of interest.

   —Persons working with older adults rated the provision of activities/entertainment as one of the top two ways in which colleges could facilitate improved services to older adults.

   —Presidents of senior citizen clubs in particular expressed a need for no-cost programs.

RECOMMENDATIONS

INTER-INSTITUTIONAL COOPERATION

1. For future cooperative-arrangement planning, adapt the model provided by Project Renewal, with modifications dictated by this experience and by the nature of the new endeavor.

2. Be prepared for a lengthy planning stage involving exploration of interest, agreement of general substance, and finalization of details.

3. Determine any effect that relevant differences in policy among participating institutions may have.

4. Seek a reasonable degree of consistency in differing policies that would affect the success of the arrangement.

5. Obtain the support of the institution as a whole.

6. Maximize the good will of institutional members through an initial communication via the administration, and through periodic progress reports thereafter.

7. Set an atmosphere of equality among the institutional representatives.

8. Involve resource persons from respective institutions in the development stage.

9. Reduce the effect of distance, especially in arrangements involving students. Exchanging students for specialized classes may require compressing class time into one day a week.

A P P E N D I X   A

Maps

1. Planning Regions:

    Northwestern Illinois Area Agency on Aging.

2. Highland Community College District

3. Kishwaukee College District

4. Rock Valley College District

AGENCY ON AGING

PLANNING REGIONS*

■ = state planning regions

— = AoA planning regions
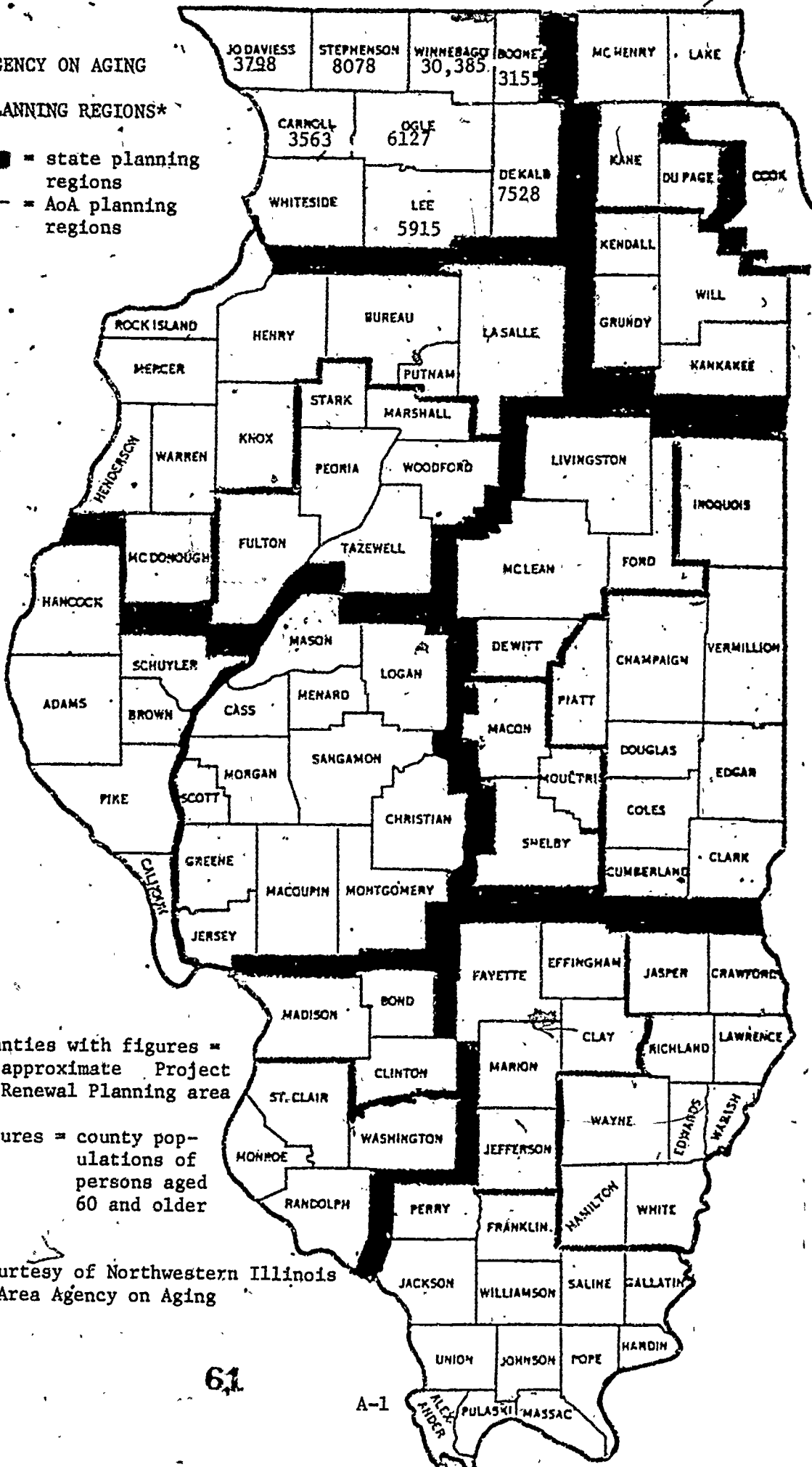
Counties with figures = approximate Project Renewal Planning area

figures = county populations of persons aged 60 and older

*courtesy of Northwestern Illinois Area Agency on Aging

JO DAVIESS 3798   STEPHENSON 8078   WINNEBAGO 30,385   BOONE 3155   MC HENRY   LAKE

CARROLL 3563   OGLE 6127   DE KALB 7528   KANE   DU PAGE   COOK

WHITESIDE   LEE 5915   KENDALL   WILL

ROCK ISLAND   HENRY   BUREAU   LA SALLE   GRUNDY   KANKAKEE

MERCER   STARK   MARSHALL   PUTNAM   LIVINGSTON   IROQUOIS

HENDERSON   WARREN   KNOX   PEORIA   WOODFORD   FORD

MC DONOUGH   FULTON   TAZEWELL   MCLEAN   VERMILLION

HANCOCK   MASON   DEWITT   CHAMPAIGN

SCHUYLER   LOGAN   PIATT

ADAMS   BROWN   CASS   MENARD   MACON   DOUGLAS   EDGAR

PIKE   MORGAN   SANGAMON   MOULTRIE   COLES

SCOTT   CHRISTIAN   SHELBY   CUMBERLAND   CLARK

GREENE   MACOUPIN   MONTGOMERY

JERSEY   FAYETTE   EFFINGHAM   JASPER   CRAWFORD

MADISON   BOND   CLAY   RICHLAND   LAWRENCE

ST. CLAIR   CLINTON   MARION   WAYNE   EDWARDS   WABASH

MONROE   WASHINGTON   JEFFERSON

RANDOLPH   PERRY   FRANKLIN   HAMILTON   WHITE

JACKSON   WILLIAMSON   SALINE   GALLATIN

UNION   JOHNSON   POPE   HARDIN

ALEXANDER   PULASKI   MASSAC

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Illinois Junior College District No. 519
Highland Community College

CARTOGRAPHER - J.D. VI
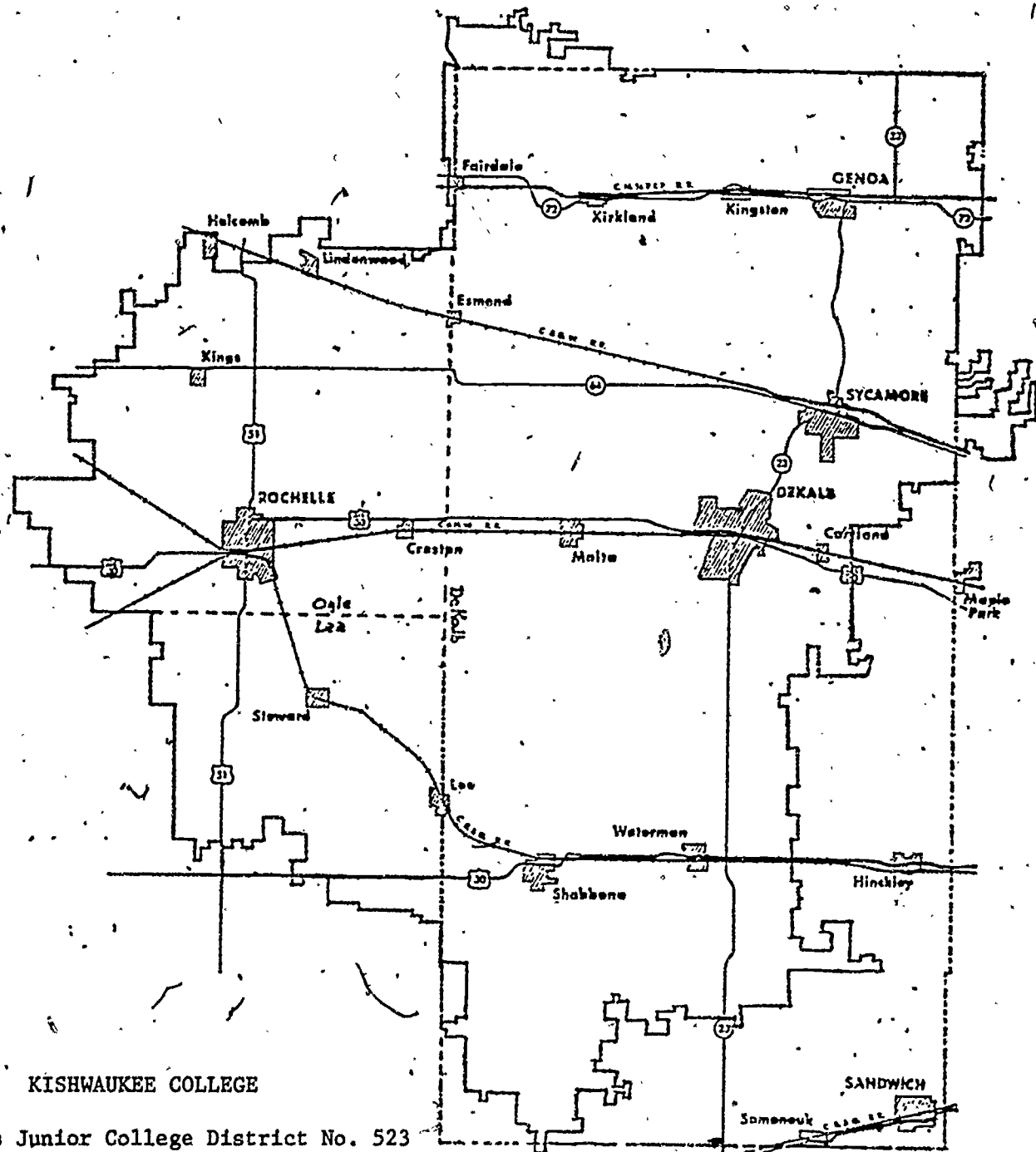
KISHWAUKEE COLLEGE

Illinois Junior College District No. 523

A-3

STEPHENSON

PECATONICA

DURAND

OGLE

BYRON

WINNEBAGO

WINNEBAGO

SOUTH BELOIT

STATE OF

ROCKTON

ROSCOE

ROCKFORD

LOVES PARK

OGLE

CHERRY VALLEY

DE KALB

BELVIDERE

BOONE

POPLAR GROVE

CAPRON

WISCONSIN

MC HENRY

Rock Valley College

DISTRICT NO. 511

64
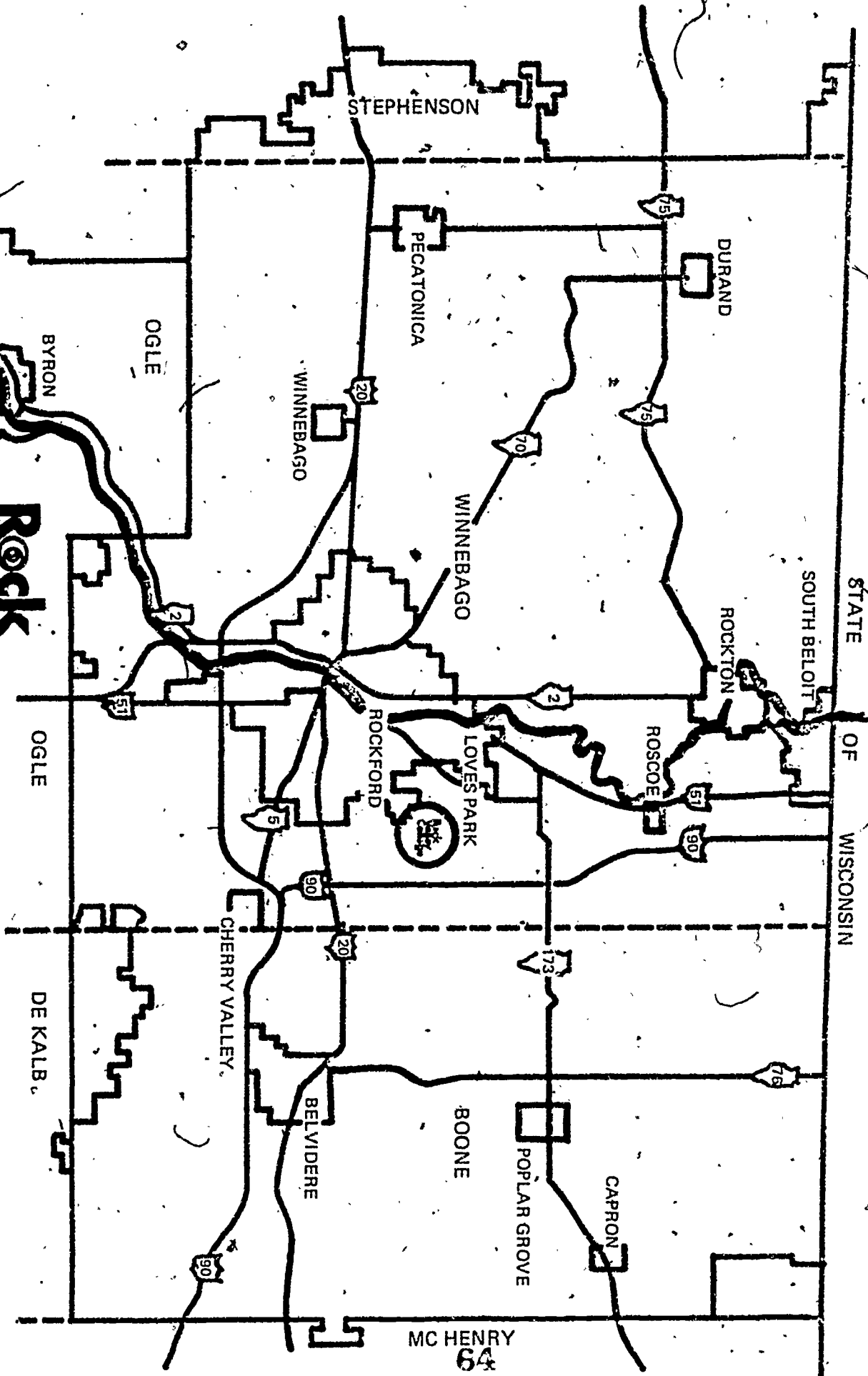
A-4

APPENDIX B

General Information

1. County Populations of Persons Aged 60 and Over

2. Substance of Cooperative Arrangements

3 - 4. United Way of America Service Identification System
   (UWASSIS)

5. Project Renewal Organizational Chart

6. Survey of Adult Education
   Programming: Initial Guide Questions

PERSONS 60 YEARS OF AGE AND OLDER

County (Population)	60+ Pop. #	%	Institutionalized #	%	Below Poverty #	%	Minorities #	%	Limited Mobility+ #	%	Isolated* #	%	Nutrition Risk° #	%
BOONE (25,440)	3,155	12.4	86	2.7	653	20.7	13	.4	1,815	57.5	820	26.0	1,863	59.0
CARROLL (19,276)	3,563	18.5	94	2.6	1,009	28.1	15	.4	2,094	58.8	1,033	26.2	2,148	60.3
DEKALB (71,654)	7,528	10.5	180	2.4	1,327	17.6	32	.4	4,355	57.9	2,032	27.0	4,460	59.2
JO DAVIESS (21,766)	3,798	17.4	146	3.8	1,100	29.0	6	.2	2,255	59.4	1,025	27.0	2,315	61.0
LEE (37,947)	5,915	15.6	250	4.2	1,528	25.8	50	1.0	3,416	57.8	1,656	28.0	3,504	59.2
OGLE (42,867)	6,127	14.3	185	3.0	1,685	27.5	12	.2	3,486	56.9	1,716	28.0	3,577	58.4
STEPHENSON (48,861)	8,078	16.3	297	3.7	2,282	28.2	117	2.2	4,666	57.8	2,423	30.0	4,786	59.3
WHITESIDE (62,877)	8,858	14.1	363	4.1	2,611	29.5	169	1.9	5,055	57.1	2,480	28.0	5,186	58.5
WINNEBAGO (246,623)	30,385	12.3	1,174	3.8	7,061	23.2	993	3.3	17,145	56.4	8,508	28.0	17,569	57.8
- TOTAL AVERAGE (577,311)	77,407	13.4	2,775	3.6	19,274	24.9	1,467	1.9	44,287	57.1	21,693	28.0	45,408	58.7

+based on physical handicap, no public transportation
*based on 1 person households
°based on lack of kitchen facilities, 1 person households

% (column 1)= % of total county population
% (columns 2-7)= % of 60+ population of given county
Adapted from statistics from Northwestern Illinois Area Agency on Aging

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Substance of Cooperative Arrangements Reported

in Illinois by

the Illinois Board of Higher Education

April, 1972

Enrollment

- reciprocal enrollment in courses
    unique to each institution
- contract for one-way open enrollment
- joint offering of specialized low-demand
    classes
- pool of universities' extension courses
    in area not served by 4 year institutions

Faculty

- exchange
- sharing one staff member
- in-service training

Community Services

- study
- delivery

Other

- facilities
- equipment
- materials
- activities
- insurance coverage
- research
- programming

UNITED WAY OF AMERICA

SOCIAL SERVICE IDENTIFICATION SYSTEM. (UWASSIS)*

GOAL I. ADEQUATE INCOME AND ECONOMIC OPPORTUNITY

Employment Services System
Manpower Development and Training Services
Programs
Job Finding
Pre-Job-Guidance
Job Training
Job Placement and Referral
Special Employment Services for the Socially, Economically, and Politically Disadvantaged
Programs
Employment Assistance to the Socially and Economically Disadvantaged
Bonding of Ex-Offenders
Exemplary Rehabilitation Certification Assistance
Certification for Employment of Non-Citizens
Special Employment Services for the Aging and the Physically and Mentally Handicapped
Programs
Sheltered Remunerative Employment
Homebound Employment

Income Maintenance Services System
Social Insurance Services
Programs
Health Insurance for the Aged-Hospital Insurance (Medicare)
Health Insurance for the Aged-Supplementary Medical Insurance (Medicare)
Unemployment Insurance
Workmen's Compensation
Social Insurance for Railroad Workers
Special Benefits for Disabled Coal Miners (Black Lung Benefits)
Disability Insurance
Retirement Insurance
Survivors Insurance
Financial Aid Services
Programs
Aid to the Blind
Aid to the Permanently and Totally Disabled
Aid to Families with Dependent Children
Old Age Assistance
Emergency Welfare Assistance
General Assistance
Special Benefits for Persons Aged 72 and Over

Consumer Protection and Safety Services System
Consumer Education Services
Programs
Direct Consumer Advice and Guidance
Mass Consumer Education
Services for the Quality Control of Consumer Goods and Products
Programs
Calibration and Testing
Agricultural Product Grading
Meat, Poultry, and Egg Products Inspection and Supervision
Fishing Products Inspection and Certification
Protection Against Unfair Trade Practices Services
Programs
Commodity-Exchange-Regulation
Trade Practices Regulation
Consumer Safety Standards Services
Programs
Food Safety Standards
Drug Safety Standards
Product Safety Standards
Consumer Recourse Services
Programs
Consumer Complaints Processing and Investigation
Consumer Redress

GOAL II. OPTIMAL ENVIRONMENTAL CONDITIONS AND PROVISION OF BASIC MATERIAL NEEDS

Food and Nutrition Services System
Governmental Food Subvention and Assistance Services
Programs
Commodity Distribution
Food Stamps
Special Non School Food Assistance for Children
School Breakfasts
National School Lunch Program
Voluntary Food Services
Programs
General Food Service
Home Meals or Mobile Meals

Clothing and Apparel Services System
Subsidized or Free Apparel Services
Programs
Collection and Pickup of Donated Apparel
Apparel Distribution Centers

Housing Services System
Urban Renewal and Redevelopment Services
Programs
Real Estate Acquisition, Renewal and Redevelopment
Relocation and Allocation Under Renewal
Housing Subvention Services
Programs
Low to Moderate Income Housing Loans
Mortgage and Loan Insurance
Rent Supplements
Interest Subsidy
Public Housing
Housing Assistance for Special Groups
General Housing Search and Location Services
Programs
General Assistance for Housing Search
Residence Service

Transportation Services System
Earth, Water, and Air Transportation Development and Maintainance Services
Programs
Development and Maintenance of Earth Surface Transportation
Development and Maintenance of Water Surface Transportation
Development and Maintenance of Air Transportation
Special Transportation Needs of Selected Groups
Transportation (Traffic) Control and Safety Services
Programs
Earth Surface Traffic Control and Safety
Waterways Traffic Control and Safety
Air Traffic Control and Safety

Public Protection, Justice, and Safety Services System
Administration of Justice Services
Programs
Law Enforcement
Dispensation of Justice and Resolution of Disputes
Legal Aid and Defense
Dentention of Law Violators and Alleged Law Violators
Corrections
Crime and Delinquency Prevention Services
Programs
Crime Prevention
Delinquency Prevention
Fire Protection Services
Programs
Fire Prevention and Protection
Fire Control and Extinction
Public Disaster Services
Programs
Weather Warnings
Earthquake Hazards Reduction
Civil Defense and Emergency Preparedness
Disaster Relief

Environmental Protection and Enrichment Services System
Environmental Protection Services
Environmental Enrichment Services
Programs
Open Spaces and Urban Beautification
Historic Preservation

GOAL III. OPTIMAL HEALTH

Health (Physical) Maintenance and Care Services System
Community Health Maintenance Services
Programs
Prevention and Control of Communicable Diseases
Public Health Nursing
Environmental Sanitation
Occupational Health Concerns
Community Health Education
Blood Bank
Community Clinics
Home Health Care
Medical Supplies and Equipment Provision
Medical Care Services
Programs
Inpatient Medical Care
Outpatient Medical Care
Emergency Medical Care

Mental Health Maintenance and Care Services System
Psychiatric Treatment Services
Programs
Inpatient Psychiatric Care
Outpatient Psychiatric Care
Emergency Psychiatric Care
Residential Treatment of the Emotionally Disturbed
Transitional Care
Mental Health Preservation and Maintenance Services
Programs
Alcoholism Prevention and Treatment
Drug Abuse and Narcotics Addiction Prevention and Treatment

Mental Retardation Services System
Services for the Habilitation of the Mentally Retarded
Programs
Special Day Care of the Mentally Retarded
Residential Care Services for the Mentally Retarded
Programs
Short-Term Residential Care of the Mentally Retarded
Long-Term Custodial Care of the Mentally Retarded

Rehabilitation Services System
Theraputic Services for the Handicapped
Programs
Inpatient Rehabilitation
Outpatient Rehabilitation

*obtained from Council for Community Services, Rockford, Illinois

GOAL IV. ADEQUATE KNOWLEDGE AND SKILLS

Formal Educational Services System
Preschool Services
Programs
Early School Admissions

Elementary and Secondary School Services
Programs
Kindergarten
Primary or Elementary School Education
Secondary or High School Education

Higher Educational Services
Programs
Community Colleges or Junior Colleges Education
Undergraduate College Education
Universities, Professional Schools and
Technological Institutes Education

Informal and Supplementary Educational Services System
Informal Educational Services for Self-Instruction
Programs
Libraries
Occupationally or Professionally Oriented –
Groups or Specific Goal-Oriented Groups
and Associates

Supplementary Educational Services
Programs
Adult Education

Special Educational Services for the Gifted and the Disadvantaged
Programs
Special Educational Opportunities for Gifted
Children
Special Educational Opportunities for the
Disadvantaged

GOAL V. OPTIMAL PERSONAL AND SOCIAL ADJUSTMENT AND DEVELOPMENT

Individual and Family Life Services System
Family Preservation and Strengthening Services
Programs
Consling
Homemaker
Family Growth Control and Planning

Family Substitute Services
Programs
Adoption
Day Care
Foster Home Care
Group Home
Institutional Care

Crisis Intervention and Protective Services
Programs
Suicide-Prevention and Protection Against
Physical Self-Harm
Protection from Neglect, Abuse and
Exploitation

Supportive Services to Individuals and Families
Programs
Retirement Preparation
Friendly Visiting
Assistance to Travelers, Newcomers, Migrants,
Immigrants and Mobile Families
Emergency Assistance

Social Adjustment, Social Development and Social Usefulness Services System
Recreational Services
Programs
Participatory Recreation
Spectator or Non-Particip. Sort Recreation

Social Group Services
Programs
Social Adjustment
Social Development
Troop Type

Intergroup Relations Services
Programs
Special or Single Interest Group Promotion
Multi-Interest Community Relations

Cultural and Spiritual Enrichment and Development Services System
Arts and Humanities Development and Subvention Services
Programs
Community Facilities for Arts and Humanities
Arts and Humanities Subsidization

Artistic and Cultural Opportunities Services
Programs
Personal Involvement and Active Participation
In Artistic Pursuits
Arts Appreciation and Enjoyment

Religious or Spiritual Services
Programs
Group Worship
Independent Spiritual Pursuits

GOAL VI. ADEQUATELY ORGANIZED SOCIAL INSTRUMENTALITIES

Mobilization of People Services System
Community Organization Services
Programs
Neighborhood Development
Community Planning and Development

Political Organizations Services
Programs
Political Parties
Elections and Electio. Campaigns

Volunteer Services
Programs
Volunteer Recruitment and Training
Volunteer Placement and Supervision

Resource Development Services System
Human Service Programs Funding Services
Programs
Governmental Fund Raising or Public Sector
Programs Funding
Voluntary Fund Raising
Acquisiton of Charitable FoundationsSupport
Acquisition of Governmental Grants and
Contracts

Economic Development Services
Programs
Promotion of Tourism, Businesses and Industries
Small Business Development

Administration and Management Capability Services System
Administration Services
Programs
Personnel Recruitment and Training
Budgeting, Allocations andAgency Relations
Purchasing
Plant and Facilities Operation and Maintenance
Planning and Evaluation

Communication and Public Information Services
Programs
Public Relations
Demonstration or Pilot Projects
Causational Research
Social Simulations
Social Forecasting

Equal Opportunity Services System
Equal Opportunity Promotion Services
Programs
Civil Rights Promotion (Legally MandatedL)
Equal Employment Opportunity Promotion
Promotion of Fair Housing Pilicies and
Practices

Equal Opportunity Recourse Services
Programs
Equal Opportunity-Mediation of Disputes
(Non-enforcement)
Equal Opportunity Recourse Through Legal
Enforcement

ORGANIZATION CHART

```
        RVC    HCC              KCC    NIU
         |      |                |      |
    +----------------------------------------+
    |              Consortium                |
    +----------------------------------------+
                      |
              +---------------+
              |    Project    |
              |   Director    |
              +---------------+
                      |
   +------------+-----------+------------------------+
   |            |                                    |
+----------+ +------------+                    +----------+
| Advisory | | NIU Research|                   | Project  |
| Council  | | Assistant  |                    |Secretary |
+----------+ +------------+                    +----------+
                 |
          +-------------------+
          | Graduate Assistant|
          +-------------------+
                 |
          +-------------------+
          | Student Assistant |
          +-------------------+


   +-------------------+--------------------+
   |                   |                    |
+------------+   +------------+      +------------+
|    KC      |   |    HCC     |      |    RVC     |
| Coordinator|   | Coordinator|      | Coordinator|
+------------+   +------------+      +------------+
   |      |         |      |              |
+-------+ +-------+ +-------+ +-------+ +-------+
|Student| |Advisory||Student||Advisory||Advisory|
|Assist-| |Council || Assist-||Council ||Council |
|ant    | |        || ant    ||        ||        |
+-------+ +-------+ +-------+ +-------+ +-------+
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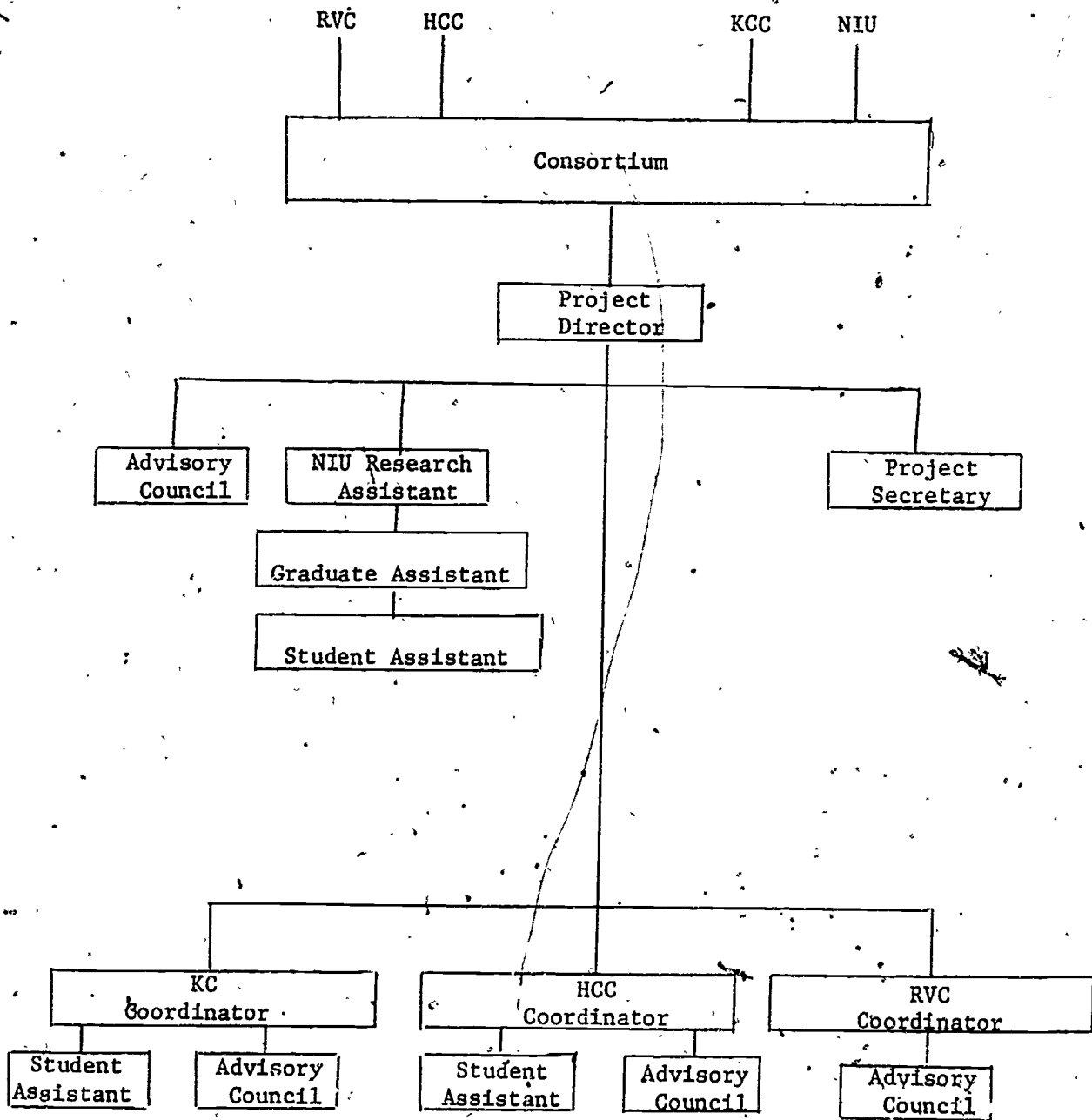
SURVEY OF ADULT EDUCATION PROGRAMMING

Initial Guide Questions

1. Do any of the public schools in your district offer "life cycle" education, that is, units on use of leisure time, aging, retirement, understanding the older adult?

2. Who are the "key people" for adult education in your district?

    a. Community college adult education dean
    b. Directors of centers at which the community college provides classes.
    c. Directors of high school adult education programs which are run independently
    d. Directors of other adult education programs such as YMCA, YWCA, Home Extension, etc.

3. One of the recommendations of the White House Conference on Aging was that barriers be removed so that older adults could audit high school and college classes.

    a. At present, do adults (specifically 60 and over) audit any high school classes?
    b. If not, are there any restrictions preventing them from doing so?
    c. If there are restrictions, could they be reduced?
    d. If there are no restrictions (or insignificant ones), how is the older adult made aware of this privilege?

    For the college, answer the same questions as above.

4. What are the specific components of the adult education-community service program at the college?

    Are any of the programs mainly for the 60-and-older adult? If so, indicate how many enrollees, and where classes meet.

5. How many are enrolled in the regular curriculum?

    a. Under 60
    b. 60 and older

    How many are enrolled in the adult education classes?

    a. Under 60
    b. 60 and older

6. Have there been programs dropped or postponed because there was insufficient response or insufficient funding in one district? If so, describe the program and the reason for its being withdrawn.

    Could a cooperative venture between two or more institutions increase its chances of survival? If so, how?

7. What learning experience does the institution provide for those who serve the elderly? Indicate the type of learning experience, for whom provided, number of sessions, duration, and whether past, present, or future.

8. One of the Project Renewal objectives is to explore the feasibility of developing a clearinghouse of information. What role might the adult education division or the college as a whole take in implementing this objective?

9. Another objective is to identify duplications which might be reduced or eliminated through inter-institutional cooperation. What present duplications exist?

   Specifically, how might inter-institutional cooperation reduce or eliminate them?

10. What have been past examples of inter-institutional cooperation among Highland Community College, Kishwaukee College, Rock Valley College, and Northern Illinois University or any combination thereof? Among any of those four institutions and community agencies?

    How successful have they been? Explain.

11. If funding for new programming is difficult or impossible to obtain, are there some ways in which the community college could still facilitate service to older adults? Or to those serving older adults?

APPENDIX C

Delphi Technique

THE DELPHI TECHNIQUE: BACKGROUND

The U. S. Air Force commissioned the Rand Corporation to develop
the Delphi Technique for use in policy decision-making. A Syracuse
University report cites two assumptions upon which the technique is
based: 1) that if, in successive rounds of the questionnaire -feedback
sequence, participants move toward a consensus, the resulting data is
more believable and 2) that anonymous responses are more likely to
lead to reasonable and objective input.

In the past, the Delphi technique of collecting, collating, and
refining opinions has been used principally for technological forecasting.
Alfred Rasp (see bibliography) suggests that the Delphi survey can
make its major contribution to educational decision-making associated
with planning.

For Project Renewal, the Delphi technique held advantages which
have been summarized by Sonya Petersen (see bibliography) as:

a)   an opportunity for respondents to rethink and revise their
     opinions in the light of others' responses

b)   the elimination of dominant persons' influence through
     anonymity

c)   the elimination of irrelevant and redundant material through
     controlled feedback (compared to face to face consensus-
     evolvement

DELPHI RESPONDENTS

Highland District

Mrs. Carol Bussan
Director
Jo Daviess County Housing Authority
Galena, Illinois

Mrs. Jean Hockman
President
Mental Health Association
Jo Daviess County
Galena, Illinois

Rev. Charles Fleck Jr.
Ministerial Association of
Jo Daviess County
Stockton, Illinois

Mrs. Kay Bernhardt
Coordinator
Community Action Program
Stockton, Illinois

Mrs. Elizabeth Smith
Former Caseworker
Community Action Program
Warren, Illinois

Robert Baker
Dean of Continuing Education
Highland Community College
Freeport, Illinois

Lyle Talbert
Stephenson County
Superintendent of Schools
Freeport, Illinois

Mrs. Phyllis Markel
Director
Illinois Department of Public Aid
Stephenson County
Freeport, Illinois

Michael Davis
Director
Community Action Agency
Northwestern Illinois
Freeport, Illinois

Thomas Coppedge
Administrator
Elizabeth Nursing Home
Elizabeth, Illinois

Mrs. Edward Hutmacher
Administrative Assistant
Young Women's Christian Association
Freeport, Illinois

Ray Bowman
Director
Pinecrest Nursing Home
Mt. Morris, Illinois

Mrs. Margaret Ogen
Director
Illinois Department of Public Aid
Ogle County
Oregon, Illinois

Rev. James Cole
United Methodist Church
Warren, Illinois

Rev. John Masterson
Chaplain
Pinecrest Nursing Home
Mt. Morris, Illinois

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DELPHI RESPONDENTS

Kishwaukee District

Douglas Ihne
Administrator
Illinois Department of Public Aid
DeKalb County
Sycamore, Illinois

Dr. Leonard Pecilunas
Coordinator
Community Mental Health Program
Norther Illinois University
DeKalb, Illinois

Dr. Catherine Rockwood
Professor
Home Economics Department
Northern Illinois University
DeKalb, Illinois

Mrs. Helen Jenkins
Director
DeKalb of Sycamore High Rises
DeKalb, Illinois

Mrs. Eleanor Carris
Retired, Social Worker
DeKalb, Illinois

Robert Dinwiddle
Administrator
Pine Acres Retirement Center
DeKalb, Illinois

Jerry Burdict
Administrator
DeKalb County Nursing Home
DeKalb, Illinois

Floyd Flowers
Director
Family Service Agency
DeKalb, Illinois

Mrs. Velta Smith
Administrator
Villa Nursing Home
Genoa, Illinois

Alvin Martin
Director
Shabbona Nursing Home
Shabbona, Illinois

Mrs. Nancy Wolford
Administrator
Americana Nursing Home
Rochelle, Illinois

Rod Black
Director
Young Men's Christian Association
Senior Citizens Club
Sycamore, Illinois

Mrs. Mary Ann Hall
Administrator
Rochelle Manor
Rochelle, Illinois

Mrs. Leslie Baize
Administrator
Salvation Army
DeKalb, Illinois

Mrs. Melvin Thuestad
President
Golden Years Club
Malta, Illinois

Howard Whitely
President
Genoa Senior Citizens Group
Genoa, Illinois

Del Lanan
President
Golden Age Group
Sycamore, Illinois

Ronald P. Martin
Evening College Director
Kishwaukee College
Malta, Illinois

Al Guyman
Director
Illinois State Employment Services
DeKalb, Illinois

DELPHI RESPONDENTS

Rock Valley District

Rev. Tony Hawkins
Chairman
Boone County Council on Aging
Belvidere, Illinois

Frank Parrino
Superintendent
Educational Service Region
Rockford, Illinois

John Oksnevad
Administrator
Medina Nursing Home
Durand, Illinois

Ralph F. Schroeder
Director
Protestant Community Services
Rockford, Illinois

William A. Schrader
President
American Association of Retired Persons
Rockford, Illinois

Daniel Timko
Director of Adult Continuing Education
Rock Valley College
Rockford, Illinois

Gary Swenson
Director
Agency on Aging
Northwestern Illinois Area
Rockford, Illinois

Rev. Dale Johnson
Director
Senior Citizens Nutrition Program
Rockford, Illinois

Mrs. Connie Maris
Program Director
Rockford Housing Authority
Rockford, Illinois

Fred Shell
President
Winnebago-Boone Retired Teachers
Rockford, Illinois

Mrs. Jane Weant, R.N.
Geriatric Transfer Coordinator
Illinois Department of Public Health
Rockford, Illinois

Peter Perrecone
Supervisor
Rockford Township
Rockford, Illinois

Rev. Ellwood Peterson
Gloria Dei Lutheran Church
Rockford, Illinois

Mrs. Esther Edgren
Assistant Director
Ken Rock Community Center
Rockford, Illinois

Oscar Blackwell
Director
Booker Washington Center
Rockford, Illinois

Armando Cardenas
Director
Spanish Speaking Social Services
Rockford, Illinois

Rev. Claire Hewitt
First Methodist Church
Pecatonica, Illinois

Mrs. Mary Siebold
Director
Project Find
Rockford, Illinois

Project Renewal

...striving to serve the elderly through interinstitutional cooperation.

- HIGHLAND COMMUNITY COLLEGE
- NORTHERN ILLINOIS UNIVERSITY
- KISHWAUKEE COMMUNITY COLLEGE
- ROCK VALLEY COLLEGE

March 28, 1973

Dear Friend,

Thank you for agreeing to participate in Project Renewal, the feasibility study designed to assess the needs of senior citizens in terms of programs and services with special focus on the role of educational institutions. As you may know, this study is supported by Kishwaukee College (Malta), Highland Community College (Freeport), Rock Valley College (Rockford), and Northern Illinois University (DeKalb). These institutions anticipate future funding to underwrite programs and services to senior citizens. The Project Staff intends to build upon the excellent services that have already been begun. It is also our intent, in joint efforts with you, to promote further inter-institutional cooperation and community involvement.

Because you are actively contributing to the community, you have been selected to provide input into this important project. Opinions of active citizens like you are considered most important to the decisions made for this project. The tool we will be using to collect opinions is the Delphi technique. The Delphi technique is basically defined as a method for the systematic solicitation and collation of informed judgments on a particular topic.

Here is an overview of the procedures for our Delphi. For Round I, you will be handed this letter and the accompanying Questionnaire I. You are asked to read the directions carefully before completing Questionnaire I. All Round I Questionnaires will be collected and the responses will be summarized. For Round II, you will receive the summary of the responses of Round I along with Questionnaire II asking for your opinions concerning the summarized responses. It is possible that a third questionnaire will be used. Although no individuals will be identified by responses, your name is necessary for processing purposes. At the completion of the feasibility study, you will receive a list of respondents, a summary of the Delphi results, and other information about this project.

If you have any questions, please contact me. Again, thank you for agreeing to participate in this project.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

PROJECT RENEWAL
Delphi Questionnaire I, Part 1.

Directions: Please read through the following list of need/service areas for senior citizens. Then, in the space provided in the middle, check ( ) the need/service areas where you think added or improved services are very much needed by the senior citizens in your area. In the spaces at the right, explain your reason for checking each area. Be specific as to the problem, locations, groups involved, etc. If you feel there are areas omitted, please add them at the end of Part 1.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.

I. Adequate income and economic opportunity

A. Employment

    A. _____   A. _____

B. Social Security, retirement benefits, and other finanical aid.

    B. _____   B. _____

C. Consumer protection and safety.

    C. _____   C. _____

II. Environmental conditions and basic material needs.

A. Food and nutrition

    A. _____   A. _____

B. Clothing and apparel

    B. _____   B. _____

C. Housing

    C. _____   C. _____

D. Transportation

    D. _____   D. _____

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Need/Service Areas | Definite Needs | Specific Problems, Locations, Groups, etc.

E. Public Protection justice, and safety — E. — E.

F. Environmental protection — F. — F.

III. Health

A. Health (physical) maintenance and care — A. — A.

B. Mental health maintenance and care — B. — B.

C. Mental retardation — C. — C.

D. Rehabilitation — D. — D.

IV. Knowledge and skills

A. Formal education — A. — A.

B. Informal education — B. — B.

V. Personal and social adjustments and developments

A. Individual and family life — A. — A.

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Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
B. Social adjustment, social development and social usefulness	B.	B.
C. Cultural	C.	C.
D. Spiritual	D.	D.
E. Recreational	E.	E.
VI: Other		
A.	A.	A.
B.	B.	B.
C.	C.	C.

Delphi Questionnaire I, Part 2.

Directions: Please answer the following questions being as specific as possible. The purpose of this questionnaire is to collect opinions, so express yourself freely.

1. In your opinion, what do senior citizens wish they knew more about? _____

8̵1̵

What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

Learning Experience

Institution

1. _____

2. _____

3. _____

4. _____

3. What do those who work with the elderly wish they knew more about?

_____

4. What learning experiences that are not currently offered could be offered for those who work with the elderly in your area?

Learning Experience

Institution

1. _____

2. _____

3. _____

4. _____

5. If you work with an institution or an agency that serves the elderly, what would help you and your co-workers' serve senior citizens better?

_____

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

_____

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

_____

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

<u>Service</u>

<u>College</u>

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

9. Please list resources in your area which, in your opinion, could be used (or used more adequately) in providing services to senior citizens.

1) _____   2) _____   3) _____

4) _____   5) _____   6) _____

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

<u>Yes</u> _____   <u>No</u> _____

If yes, please make suggestions. _____

_____

11. Please list any special privileges currently provided for senior citizens in your area (bus passes, free meals, etc.).

1) _____   2) _____   3) _____

4) _____   5) _____   6) _____

12. List any special privileges which could be provided for senior citizens in your area.

<u>Privilege</u>   <u>Agency/Institution/Other</u>

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

Do directories of services for senior citizens exist in your area? YES _____ NO _____
If yes, are they used adequately? YES _____ NO. _____
Please make any suggestions you have concerning the directories and/or their use.

_____

_____

14. Do you feel that senior citizens in your area know where to go for help? YES _____ NO _____

Suggestions?

_____

_____

15. Now that you have read through Questionnaire I, are there any concerns you have about senior citizens that we have not considered?

_____

_____

_____

16. Are you yourself 60 years or older? YES _____ NO _____

17. Questions:

_____

_____

_____

18. Comments: _____

_____

19. One segment from whom we would like to obtain opinions is the isolated, older adult who tends not to participate. If you know of such persons who might be willing to answer one questionnaire please list them below.

1. NAME _____ MAILING ADDRESS _____ PHONE _____

2. NAME _____ MAILING ADDRESS _____ PHONE _____

3. NAME _____ MAILING ADDRESS _____ PHONE _____

4. NAME _____ MAILING ADDRESS _____ PHONE _____

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Project Renewal

...striving to serve the elderly
through interinstitutional cooperation.

- HIGHLAND COMMUNITY COLLEGE
- NORTHERN ILLINOIS UNIVERSITY
- KISHWAUKEE COMMUNITY COLLEGE
- ROCK VALLEY COLLEGE

Dear Friend,

It is time for the second round of the Delphi technique for Project Renewal. Even though the first questionnaire was lengthy and difficult for many respondents, the information collected from it is valuable in the interest of improving services to senior citizens. A partial SUMMARY of that information is provided for you to keep. Following the collation of the questionnaires from the second round, you will receive a more comprehensive summary.

Many of you have expressed interest in finding out what the senior citizens themselves think about their needs. Included with the final summary will be information obtained from senior citizens. A questionnaire was prepared especially for them.

You will be pleased to note that Questionnaire II is much shorter and requires less time. Please read the directions carefully before completing the questionnaire.

Thank you again for your help. We realize that you are busy, and we appreciate your sharing time with us. If you have any questions, please contact me or your Project Renewal coordinator.

Sincerely,

Sandra Locke

Sandra Locke
Project Renewal Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101

PROJECT RENEWAL, Delphi Questionnaire I   March/April 1973
Highland, Kishwaukee, & Rock Valley Community Colleges
and Northern Illinois University
53 Respondents

For Round I of the Delphi Technique for Project Renewal, 57 questionnaires
were distributed to selected respondents in the Kishwaukee, Rock Valley, and
Highland community college districts. 53 questionnaires were returned. Of
the 53 respondents, eleven are older adults who work with other older adults.
A crisis prevented one person from responding. Three persons returned blank
questionnaires with letters that expressed the belief that most needs of older
adults are being met.

For Part I of Questionnaire I, Need/Service Areas were presented categorically
and respondents were asked to check and give explanations for areas where
added or improved services are very much needed by senior citizens. The
following Need/Service areas are listed according to the frequencies of
checks and explanations given on Delphi Questionnaire I. Transportation
received the most checks and explanations and Mental Retardation received
the least attention. Responses from the three community college districts
did not differ significantly from district to district.

1. Transportation
2. Social Security, Retirement Benefits, and Other
   Financial Aid
3. Food and Nutrition
4. Health (Physical) Maintenance and Care
5. Recreational
6. Housing
7. Informal Education
8. Social Adjustment, Social Development and Social
   Usefulness
9. Employment
10. Mental Health, Maintenance and Care
11. Consumer Protection, Justice and Safety
12. Public Protection, Justice, and Safety
13. Individual and Family Life
14. Spiritual
15. Rehabilitation
16. Environmental Protection
17. Cultural
18. Clothing and Apparel
19. Formal Education
20. Mental Retardation

A natural break occurred between frequencies of the fifth and sixth areas listed
(Recreation, Housing). The five Need/Service areas receiving the most attention
are presented below with the types of explanations given for the problems in
those areas. (There is no intent to slight the remaining Need/Service areas.
Summaries of the other areas will be available to you as soon as possible.)

1. Transportation

    Limited for physical health and maintenance
    Expensive and limited public transportation
    Limited, expensive taxi service
    No transportation outside city limits
    Limited transportation to groceries
    Location of bus station not advantageous

2. Social Security, Retirement benefits, and other financial aid

    Inappropriate administration and laws
    Limited funds available
    Confusion about benefits
    Poor retirement plans other than social security

3. Food and Nutrition

    Lack of free and inexpensive meal services
    Lack of energy and initiative of senior citizens
    Location of grocery stores
    Limited grocery delivery
    Need for nutrition education of senior citizens
    Limited buying power of senior citizens
    Senior citizens living in rooms with no cooking privileges
    Transportation

4. Health (Physical) Maintenance and Care

    Need for help with house cleaning
    Too few home care personnel
    Prohibitive costs of medical care
    Distance and transportation problems
    Limited and inadequate facilities
    Prejudice of the medical profession
    Physicians lack of knowledge about health of senior citizens
    Too few physicians
    Prohibitive costs of drugs
    Limited knowledge on the part of senior citizens
    Confusion of information about available services
    Limited preventive health

5. Recreational

    Limited number of social clubs and social activities
    Too few free opportunities to attend community programs and activities
    Too few craft classes and programs in this area
    Limited leadership in this area
    Limited transportation

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Throughout the 53 questionnaires there are many excellent ideas for improving all services to senior citizens. Most of these ideas are presented in categories below.

CLEARINGHOUSE

      County-wide clearinghouse
      Multi-county clearinghouse
      Directory development
      Publication of materials
      Large print information

INFORMATION FOR THOSE WHO WORK WITH OLDER ADULTS

      Aging, psychology, geriatrics, motivation
      Individual counseling, therapy, communication
      Sources of funds
      Getting others involved
      Socialization of the elderly
      Consumer economics
      Crafts, games, hobbies
      On-the-job training
      Clearinghouse information
      Available services and privileges

INFORMATION, ACTIVITY SESSIONS, AND SERVICES FOR THE OLDER ADULT

    <u>Information</u>
        Orientation to service agencies
        Legal information (Wills)
        Consumer education
        Welfare information
        Food and nutrition (buying and preparing food, special diets, etc.)
        Health care
        Food stamps
        General lecture series
        Banking and investments
        Growing old, dying, etc.
        Mental health
        Gardening
        Taxes
        Film series
        Budgeting.

    <u>Activity Sessions</u>

        Field trips
        Crafts
        Swimming
        Physical fitness
        Music
        Shopping trips
        Fishing
        Trips to museums
        Clubs
        Gardening
        Civic and community activity involvement

Group discussions
Playing cards
Matinees
Field trips and excursions

Services
Calling service for those living alone
Companionship
Meals on Wheels
Group meal programs
Mini bus and other transportation equipment
Car pools
Complete development and reorganization of transportation systems

UTILIZATION OF RESOURCES

More volunteers of all kinds
Volunteer training
More family involvement
More trained personnel
Educating community, awareness
Employment for older adults
Foster grandparents for students
More free or reduced tickets to junior college and community activities
Programs by students
Student leaders
More Church group work
Development and sharing of programs by schools
Development and improvement of public transportation
Carpools
Revenue sharing funds
Drop-in centers in shopping centers
People to share hobbies and hobby ideas
School of medicine
Radio and television

SPECIAL PRIVILEGES

More free or guest tickets to junior college, community, activities
(gold cards, etc.)
Free or reduced rate transportation (public and private)
Reduced medical and mental health rates scaled for income
Library delivery service: publicity, use, development (talking book
machines)
Free checking accounts
Reduced restaurant rates
Discounts in business places
Fishing licenses
Lower room rates
High school activity passes
Discount on golf passes
Reduced tuition
Reduced rates at beauty shops and barber shops
Hot line for older adults

MASS MEDIA

Develop radio programs
Television programs
Regular newsletters
Columns in newspapers
Regularly scheduled programs
Readers on radio and TV
Newspaper publicize programs
Column listing services and programs on weekly basis
Older adults create own programs
Question and answer section in newspaper
Program or articles giving status to elderly
Announcements on Social Security
Articles and programs for community
Articles and programs for families of older adults
Educational TV

INSTITUTIONAL, AGENCY, BUSINESS, AND AREA COOPERATION

City-wide cooperation in all areas
More out-patient focus
Actual efforts to cooperate
Make junior colleges more open to older adults
Clearinghouse
Avoid duplication and splintering
Seminars, conferences and workshops between agencies
Sharing of qualified staff
Use facilities, avoid duplication
Supplemental services, printing, program materials on part of colleges
Research with specific recommendations
Community-wide prevention of problems among older adults
Preparation-for-retirement programs by industry

Below are listed some possible solutions. These are broad solutions,but appear appropriate for a large scale project aimed at improving services to older adults. Each solution actually relates to several Need/Service areas.

1. Develop clearinghouses. (Systematic processing and provision of information concerning all services to older adults.)

2. Develop formal and informal education in all areas for older adults, for those who work with older adults, and for the community as a whole. (Most sessions for older adults would be of an informal nature.)

3. Reduce rates for products, services,and activities for older adults.

4. Develop and improve transportation systems to better accommodate older adults.

5. Develop and expand the use of mass media.

6. Develop and improve programs and services for isolated older adults.

7. Organize and train community volunteers.

8. Improve the utilization and availability of health facilities.

9. Develop and expand food and nutrition programs and education.

10. Organize, develop and expand recreational type services and programs to older adults on a community wide basis.

At this point it is appropriate to repeat the purpose of Project Renewal. It is

    a. to assess the needs of the older adults

    b. to propose programs and services which can be implemented through the cooperation of educational institutions and other community agencies or groups.

91.

PROJECT RENEWAL
Delphi Questionnaire

Part I

Directions: Please read the summary as thoroughly as you can. Now suppose you are an employee cf Project Renewal. What would be the first three tasks you would begin to work on? The solutions listed on the previous page recommendations you might make, but please give any you feel are important. The priority listing of Need/Service areas might be helpful to you. (Do not include asking older adults for their opinions because one phase of Project Renewal does that.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____

Now circle the number preceding any of the ideas you presented which you would be willing to discuss with Project Renewal Staff.

QUESTIONS AND COMMENTS: _____

_____

_____

_____

_____

RETURN THIS PAGE

PART II

SURVEY OF PRESENT SERVICES PROVIDED

1. Name of agency or group_____

2. In which county or counties do you provide services or activities?
   ___Carroll   ___DeKalb   ___Winnebago   ___other
   ___Jo Daviess   ___Ogle   ___Boone
   ___Stephenson

3. Approximately what area do you serve?
   ___part of town   ___one town   ___county   ___more than one county

4. Are you able to serve all of the older adults who need or desire service?
   ___yes   ___no

5. If not, what is the obstacle?
   ___waiting list   ___agency's inability to identify those
   ___transportation   in need
   ___lack of funding for programs   ___need for additional staff training
   ___prospect's unawareness of service   ___ _____

6. How does your staff receive its training after employment?
   ___on-the-job, informally   ___lectures, seminars, workshops
   ___structured orientation by staff   ___college courses
   ___staff meetings
   ___meeting with others "in the field" ___ _____

7. Would further training resources be helpful?
   ___yes   ___no

8. If yes, when would further learning experience be convenient?
   ___during daytime   ___during evening   ___on Saturday

9. Where would further learning experiences be convenient?
   ___in your facility   ___elsewhere in community   ___community college

10. Following is a list of some service categories. It is an adaption of the
    United Way of America Social Service Identification System. Please check cate-
    gories in which your agency or group provides service for older adults. For
    some specialized agencies, perhaps only one or two sub-categories will apply.

    ADEQUATE INCOME
    ___employment services   ___consumer protection and safety
    ___income insurance   ___consumer education
    ___financial aid (continuing   ___financial information
    _____   _____

    ENVIRONMENTAL AND MATERIAL NEEDS
    ___food and nutrition
    ___food stamps   ___housing
    ___group meals   ___rent supplements
    ___mobile meals   ___public housing
    ___clothing   ___assistance in housing search
    ___legal aid   ___environmental protection and enrichment
    ___transportation   _____

    OPTIMAL HEALTH
    ___public health nursing   ___mental health maintenance and care
    ___community health education   ___psychiatric treatment
    ___community clinic   ___transitional care
    ___home health care   ___alcoholism program
    ___medical supplies and equipment   ___drug dependence program
    ___medical care services   ___rehabilitation

    ADEQUATE KNOWLEDGE AND SKILLS
    ___formal education   ___informal education
                                    ___information-type sessions
                                    ___hobby-type sessions

    OPTIMAL PERSONAL & SOCIAL ADJUSTMENT & DEVELOPMENT
    ___counseling   ___supportive service
    ___homemaker   ___retirement preparation
    ___day care (for older adults)   ___friendly visiting
    ___foster home care (for older adults)   ___daily telephone check
    ___group home (for older adults)   ___emergency help
    ___crisis intervention   ___recreation
    ___cultural enrichment   ___entertainment

APPENDIX C

Delphi Technique

-C-

THE DELPHI TECHNIQUE: BACKGROUND

The U. S. Air Force commissioned the Rand Corporation to develop the Delphi Technique for use in policy decision-making. A Syracuse University report cites two assumptions upon which the technique is based: 1) that if, in successive rounds of the questionnaire -feedback sequence, participants move toward a consensus, the resulting data is more believable and 2) that anonymous responses are more likely to lead to reasonable and objective input.

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For Project Renewal, the Delphi technique held advantages which have been summarized by Sonya Petersen (see bibliography) as:

a) an opportunity for respondents to rethink and revise their opinions in the light of others' responses

b) the elimination of dominant persons' influence through anonymity

c) the elimination of irrelevant and redundant material through controlled feedback (compared to face to face consensus-evolvement

DELPHI RESPONDENTS

Highland District

Mrs. Carol Bussan
Director
Jo Daviess County Housing Authority
Galena, Illinois

Mrs. Jean Hockman
President
Mental Health Association
Jo Daviess County
Galena, Illinois

Rev. Charles Fleck Jr.
Ministerial Association of
Jo Daviess County
Stockton, Illinois

Mrs. Kay Bernhardt
Coordinator
Community Action Program
Stockton, Illinois

Mrs. Elizabeth Smith
Former Caseworker
Community Action Program
Warren, Illinois

Robert Baker
Dean of Continuing Education
Highland Community College
Freeport, Illinois

Lyle Talbert
Stephenson County
Superintendent of Schools
Freeport, Illinois

Mrs. Phyllis Markel
Director
Illinois Department of Public Aid
Stephenson County
Freeport, Illinois

Michael Davis
Director
Community Action Agency
Northwestern Illinois
Freeport, Illinois

Thomas Coppedge
Administrator
Elizabeth Nursing Home
Elizabeth, Illinois

Mrs. Edward Hutmacher
Administrative Assistant
Young Women's Christian Association
Freeport, Illinois

Ray Bowman
Director
Pinecrest Nursing Home
Mt. Morris, Illinois

Mrs. Margaret Ogen
Director
Illinois Department of Public Aid
Ogle County
Oregon, Illinois

Rev. James Cole
United Methodist Church
Warren, Illinois

Rev. John Masterson
Chaplain
Pinecrest Nursing Home
Mt. Morris, Illinois,

Kishwaukee District

Douglas Ihne
Administrator
Illinois Department of Public Aid
DeKalb County
Sycamore, Illinois

Dr. Leonard Pecilunas
Coordinator
Community Mental Health Program
Northern Illinois University
DeKalb, Illinois

Dr. Catherine Rockwood
Professor
Home Economics Department
Northern Illinois University
DeKalb, Illinois

Mrs. Helen Jenkins
Director
DeKalb of Sycamore High Rises
DeKalb, Illinois

Mrs. Eleanor Carris
Retired, Social Worker
DeKalb, Illinois

Robert Dinwiddle
Administrator
Pine Acres Retirement Center
DeKalb, Illinois

Jerry Burdict
Administrator
DeKalb County Nursing Home
DeKalb, Illinois

Floyd Flowers
Director
Family Service Agency
DeKalb, Illinois

Mrs. Velta Smith
Administrator
Villa Nursing Home
Genoa, Illinois

Alvin Martin
Director
Shabbona Nursing Home
Shabbona, Illinois

Mrs. Nancy Wolford
Administrator
Americana Nursing Home
Rochelle, Illinois

Rod Black
Director
Young Men's Christian Association
Senior Citizens Club
Sycamore, Illinois

Mrs. Mary Ann Hall
Administrator
Rochelle Manor
Rochelle, Illinois

Mrs. Leslie Baize
Administrator
Salvation Army
DeKalb, Illinois

Mrs. Melvin Thuestad
President
Golden Years Club
Malta, Illinois

Howard Whitely
President
Genoa Senior Citizens Group
Genoa, Illinois

Del Lanan
President
Golden Age Group
Sycamore, Illinois

Ronald P. Martin
Evening College Director
Kishwaukee College
Malta, Illinois

Al Guyman
Director
Illinois State Employment Services
DeKalb, Illinois

DELPHI RESPONDENTS

Rock Valley District

Rev. Tony Hawkins
Chairman
Boone County Council on Aging
Belvidere, Illinois

Frank Parrino
Superintendent
Educational Service Region
Rockford, Illinois

John Oksnevad
Administrator
Medina Nursing Home
Durand, Illinois

Ralph F. Schroeder
Director
Protestant Community Services
Rockford, Illinois

William A. Schrader
President
American Association of Retired Persons
Rockford, Illinois

Daniel Timko
Director of Adult Continuing Education
Rock Valley College
Rockford, Illinois

Gary Swenson
Director
Agency on Aging
Northwestern Illinois Area
Rockford, Illinois

Rev. Dale Johnson
Director
Senior Citizens Nutrition Program
Rockford, Illinois

Mrs. Connie Maris
Program Director
Rockford Housing Authority
Rockford, Illinois

Fred Shell
President
Winnebago-Boone Retired Teachers
Rockford, Illinois

Mrs. Jane Weant, R.N.
Geriatric Transfer Coordinator
Illinois Department of Public Health
Rockford, Illinois

Peter Perrecone
Supervisor
Rockford Township
Rockford, Illinois

Rev. Ellwood Peterson
Gloria Dei Lutheran Church
Rockford, Illinois

Mrs. Esther Edgren
Assistant Director
Ken Rock Community Center
Rockford, Illinois

Oscar Blackwell
Director
Booker Washington Center
Rockford, Illinois

Armando Cardenas
Director
Spanish Speaking Social Services
Rockford, Illinois

Rev. Claire Hewitt
First Methodist Church
Pecatonica, Illinois

Mrs. Mary Siebold
Director
Project Find
Rockford, Illinois

Project Renewal

...striving to serve the elderly through interinstitutional cooperation.

- HIGHLAND COMMUNITY COLLEGE
- NORTHERN ILLINOIS UNIVERSITY
- KISHWAUKEE COMMUNITY COLLEGE
- ROCK VALLEY COLLEGE

March 28, 1973

Dear Friend,

Thank you for agreeing to participate in Project Renewal, the feasibility study designed to assess the needs of senior citizens in terms of programs and services with special focus on the role of educational institutions. As you may know, this study is supported by Kishwaukee College (Malta), Highland Community College (Freeport), Rock Valley College (Rockford), and Northern Illinois University (DeKalb). These institutions anticipate future funding to underwrite programs and services to senior citizens. The Project Staff intends to build upon the excellent services that have already been begun. It is also our intent, in joint efforts with you, to promote further inter-institutional cooperation and community involvement.

Because you are actively contributing to the community, you have been selected to provide input into this important project. Opinions of active citizens like you are considered most important to the decisions made for this project. The tool we will be using to collect opinions is the Delphi technique. The Delphi technique is basically defined as a method for the systematic solicitation and collation of informed judgments on a particular topic.

Here is an overview of the procedures for our Delphi. For Round I, you will be handed this letter and the accompanying Questionnaire I. You are asked to read the directions carefully before completing Questionnaire I. All Round I Questionnaires will be collected and the responses will be summarized. For Round II, you will receive the summary of the responses of Round I along with Questionnaire II asking for your opinions concerning the summarized responses. It is possible that a third questionnaire will be used. Although no individuals will be identified by responses, your name is necessary for processing purposes. At the completion of the feasibility study, you will receive a list of respondents, a summary of the Delphi results, and other information about this project.

If you have any questions, please contact me. Again, thank you for agreeing to participate in this project.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

Name _____

Directions: Please read through the following list of need/service areas for senior citizens. Then, in the space provided in the middle, check ( ) the need/service areas where you think added or improved services are very much needed by the senior citizens in your area. In the spaces at the right, explain your reason for checking each area. Be specific as to the problem, locations, groups involved, etc. If you feel there are areas omitted, please add them at the end of Part 1.

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.

I. Adequate income and economic opportunity

A. Employment

A. _____ | A. _____

B. Social Security, retirement benefits, and other finanical aid.

B. _____ | B. _____

C. Consumer protection and safety

C. _____ | C. _____

II. Environmental conditions and basic material needs.

A. Food and nutrition

A. _____ | A. _____

B. Clothing and apparel

B. _____ | B. _____

C. Housing

C. _____ | C. _____

D. Transportation

D. _____ | D. _____

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...eed/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
E. Public protection justice, and safety	E.	E.
F. Environmental protection	F.	F.
III. Health		
A. Health (physical) maintenance and care	A.	A.
B. Mental health maintenance and care	B.	B.
C. Mental retardation	C.	C.
D. Rehabilitation	D.	D.
IV. Knowledge and skills		
A. Formal education	A.	A.
B. Informal education	B.	B.
V. Personal and social adjustments and developments		
A. Individual and family life	A.	A.

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C-7

Need/Service Areas

Need/Service Areas	Definite Needs	Specific Problems, Locations, Groups, etc.
B. Social adjustment, social development and social usefulness	B.	B.
C. Cultural	C.	C.
D. Spiritual	D.	D.
E. Recreational	E.	E.
VI. Other		
A.	A.	A.
B.	B.	B.
C.	C.	C.

Delphi Questionnaire I, Part 2.

Directions: Please answer the following questions being as specific as possible. The purpose of this questionnaire is to collect opinions, so express yourself freely.

1. In your opinion, what do senior citizens wish they knew more about?

_____

_____

C-8

What learning experiences, that are not already offered, could be offered for senior citizens by the institutions in your area?

Learning Experience   Institution

1.

2.

3.

4.

3. What do those who work with the elderly wish they knew more about?

4. What learning experiences that are not currently offered could be offered for those who work with the elderly in your area?

Learning Experience   Institution

1.

2.

3.

4.

5. If you work with an institution or an agency that serves the elderly, what would help you and your co-workers serve senior citizens better?

6. What are the major limitations that prevent the provision of better services to senior citizens in your area?

7. In your area, what improvements could be made in inter-institutional and/or inter-agency cooperation in services to senior citizens?

C-9

8. What services might be provided by the college(s) in your area to foster inter-institutional and/or inter-agency cooperation in providing services to senior citizens?

Service   College

1.

2.

3.

4.

9. Please list resources in your area which, in your opinion, could be used (or used more adequately) in providing services to senior citizens.

1)   2)   3)

4)   5)   6)

10. With respect to services for senior citizens, could more effective use be made of the mass media in your area?

Yes _____   No _____   If yes, please make suggestions.

1)   2)   3)

4)   5)   6)

11. Please list any special privileges currently provided for senior citizens in your area (buss passes, free meals, etc.).

Privilege   Agency/Institution/Other

1.

2.

3.

4.

12. List any special privileges which could be provided for senior citizens in your area.

1.

2.

3.

4.

Do directories of services for senior citizens exist in your area? YES _____ NO _____
If yes, are they used adequately? YES _____ NO _____
Please make any suggestions you have concerning the directories and/or their use.

_____

_____

14. Do you feel that senior citizens in your area know where to go for help? YES _____ NO _____

    Suggestions? _____

    _____

15. Now that you have read through Questionnaire I, are there any concerns you have about senior citizens that we have not considered?

    _____

    _____

16. Are you yourself 60 years or older? YES _____ NO _____

17. Questions: _____

    _____

18. Comments: _____

    _____

19. One segment from whom we would like to obtain opinions is the isolated, older adult who tends not to participate. If you know of such persons who might be willing to answer one questionnaire please list them below.

    1. NAME _____ MAILING ADDRESS _____ PHONE _____

    2. NAME _____ MAILING ADDRESS _____ PHONE _____

    3. NAME _____ MAILING ADDRESS _____ PHONE _____

    4. NAME _____ MAILING ADDRESS _____ PHONE _____

C-11

Project Renewal

Dear Friend,

It is time for the second round of the Delphi technique for Project Renewal. Even though the first questionnaire was lengthy and difficult for many respondents, the information collected from it is valuable in the interest of improving services to senior citizens. A partial SUMMARY of that information is provided for you to keep. Following the collation of the questionnaires from the second round, you will receive a more comprehensive summary.

Many of you have expressed interest in finding out what the senior citizens themselves think about their needs. Included with the final summary will be information obtained from senior citizens. A questionnaire was prepared especially for them.

You will be pleased to note that Questionnaire II is much shorter and requires less time. Please read the directions carefully before completing the questionnaire.

Thank you again for your help. We realize that you are busy, and we appreciate your sharing time with us. If you have any questions, please contact me or your Project Renewal coordinator.

Sincerely,

Sandra Locke

Sandra Locke
Project Renewal Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101

PROJECT RENEWAL, Delphi Questionnaire I   March/April 1973
Highland, Kishwaukee, & Rock Valley Community Colleges
and Northern Illinois University
53 Respondents

For Round I of the Delphi Technique for Project Renewal, 57 questionnaires
were distributed to selected respondents in the Kishwaukee, Rock Valley, and
Highland community college districts. 53 questionnaires were returned. Of
the 53 respondents, eleven are older adults who work with other older adults.
A crisis prevented one person from responding. Three persons returned blank
questionnaires with letters that expressed the belief that most needs of older
adults are being met.

For Part I of Questionnaire I, Need/Service Areas were presented categorically
and respondents were asked to check and give explanations for areas where
added or improved services are very much needed by senior citizens. The
following Need/Service areas are listed according to the frequencies of
checks and explanations given on Delphi Questionnaire I. Transportation
received the most checks and explanations and Mental Retardation received
the least attention. Responses from the three community college districts
did not differ significantly from district to district.

1. Transportation
2. Social Security, Retirement Benefits, and Other
   Financial Aid
3. Food and Nutrition
4. Health (Physical) Maintenance and Care
5. Recreational
6. Housing
7. Informal Education
8. Social Adjustment, Social Development and Social
   Usefulness
9. Employment
10. Mental Health, Maintenance and Care
11. Consumer Protection, Justice and Safety
12. Public Protection, Justice, and Safety
13. Individual and Family Life
14. Spiritual
15. Rehabilitation
16. Environmental Protection
17. Cultural
18. Clothing and Apparel
19. Formal Education
20. Mental Retardation

A natural break occurred between frequencies of the fifth and sixth areas listed
(Recreation, Housing). The five Need/Service areas receiving the most attention
are presented below with the types of explanations given for the problems in
those areas. (There is no intent to slight the remaining Need/Service areas.
Summaries of the other areas will be available to you as soon as possible.)

1. Transportation

   Limited for physical health and maintenance
   Expensive and limited public transportation
   Limited, expensive taxi service
   No transportation outside city limits
   Limited transportation to groceries
   Location of bus station not advantageous

2. Social Security, Retirement benefits, and other financial aid

   Inappropriate administration and laws
   Limited funds available
   Confusion about benefits
   Poor retirement plans other than social security

3. Food and Nutrition

   Lack of free and inexpensive meal services
   Lack of energy and initiative of senior citizens
   Location of grocery stores
   Limited grocery delivery
   Need for nutrition education of senior citizens
   Limited buying power of senior citizens
   Senior citizens living in rooms with no cooking privileges
   Transportation

4. Health (Physical) Maintenance and Care

   Need for help with house cleaning
   Too few home care personnel
   Prohibitive costs of medical care
   Distance and transportation problems
   Limited and inadequate facilities
   Prejudice of the medical profession
   Physicians lack of knowledge about health of senior citizens
   Too few physicians
   Prohibitive costs of drugs
   Limited knowledge on the part of senior citizens
   Confusion of information about available services
   Limited preventive health

5. Recreational

   Limited number of social clubs and social activities
   Too few free opportunities to attend community programs and activities
   Too few craft classes and programs in this area
   Limited leadership in this area
   Limited transportation

C-14

Throughout the 53 questionnaires there are many excellent ideas for improving all services to senior citizens. Most of these ideas are presented in categories below.

CLEARINGHOUSE

- County-wide clearinghouse
- Multi-county clearinghouse
- Directory development
- Publication of materials
- Large print information

INFORMATION FOR THOSE WHO WORK WITH OLDER ADULTS

- Aging, psychology, geriatrics, motivation
- Individual counseling, therapy, communication
- Sources of funds
- Getting others involved
- Socialization of the elderly
- Consumer economics
- Crafts, games, hobbies
- On-the-job training
- Clearinghouse information
- Available services and privileges

INFORMATION, ACTIVITY SESSIONS, AND SERVICES FOR THE OLDER ADULT

Information
  - Orientation to service agencies
  - Legal information (Wills)
  - Consumer education
  - Welfare information
  - Food and nutrition (buying and preparing food, special diets, etc.)
  - Health care
  - Food stamps
  - General lecture series
  - Banking and investments
  - Growing old, dying, etc.
  - Mental health
  - Gardening
  - Taxes
  - Film series
  - Budgeting

Activity Sessions
  - Field trips
  - Crafts
  - Swimming
  - Physical fitness
  - Music
  - Shopping trips
  - Fishing
  - Trips to museums
  - Clubs
  - Gardening
  - Civic and community activity involvement

Group discussions
Playing cards
Matinees
Field trips and excursions

Services
Calling service for those living alone
Companionship
Meals on Wheels
Group meal programs
Mini bus and other transportation equipment
Car pools
Complete development and reorganization of transportation systems

UTILIZATION OF RESOURCES

More volunteers of all kinds
Volunteer training
More family involvement
More trained personnel
Educating community, awareness
Employment for older adults
Foster grandparents for students
More free or reduced tickets to junior college and community activities
Programs by students
Student leaders
More Church group work
Development and sharing of programs by schools
Development and improvement of public transportation
Carpools
Revenue sharing funds
Drop-in centers in shopping centers
People to share hobbies and hobby ideas
School of medicine
Radio and television

SPECIAL PRIVILEGES

More free or guest tickets to junior college, community, activities
(gold cards, etc.)
Free or reduced rate transportation (public and private)
Reduced medical and mental health rates scaled for income
Library delivery service: publicity, use, development (talking book
machines)
Free checking accounts
Reduced restaurant rates
Discounts in business places
Fishing licenses
Lower room rates
High school activity passes
Discount on golf passes
Reduced tuition
Reduced rates at beauty shops and barber shops
Hot line for older adults

MASS MEDIA

      Develop radio programs
      Television programs'
      Regular newsletters
      Columns in newspapers
      Regularly scheduled programs
      Readers on radio and TV
      Newspaper publicize programs
      Column listing services and programs on weekly basis
      Older adults create own programs
      Question and answer section in newspaper
      Program or articles giving status to elderly
      Announcements on Social Security
      Articles and programs for community
      Articles and programs for families of older adults
      Educational TV

INSTITUTIONAL, AGENCY, BUSINESS, AND AREA COOPERATION

      City-wide cooperation in all areas
      More out-patient focus
      Actual efforts to cooperate
      Make junior colleges more open to older adults
      Clearinghouse
      Avoid duplication and splintering
      Seminars, conferences and workshops between agencies
      Sharing of qualified staff
      Use facilities, avoid duplication
      Supplemental services, printing, program materials on part of colleges
      Research with specific recommendations
      Community-wide prevention of problems among older adults
      Preparation-for-retirement programs by industry

Below are listed some possible solutions. These are broad solutions but appear appropriate for a large scale project aimed at improving services to older adults. Each solution actually relates to several Need/Service areas.

1. Develop clearinghouses. (Systematic processing and provision of information concerning all services to older adults.)

2. Develop formal and informal education in all areas for older adults, for those who work with older adults, and for the community as a whole. (Most sessions for older adults would be of an informal nature.)

3. Reduce rates for products, services, and activities for older adults.

4. Develop and improve transportation systems to better accommodate older adults.

5. Develop and expand the use of mass media.

6. Develop and improve programs and services for isolated older adults.

7. Organize and train community volunteers.

8. Improve the utilization and availability of health facilities.

9. Develop and expand food and nutrition programs and education.

10. Organize, develop and expand recreational type services and programs to older adults on a community wide basis.

At this point it is appropriate to repeat the purpose of Project Renewal. It is

      a. to assess the needs of the older adults

      b. to propose programs and services which can be implemented through the cooperation of educational institutions and other community agencies or groups.

PROJECT RENEWAL
Delphi Questionnaire

Part I

Directions: Please read the summary as thoroughly as you can. Now suppose
you are an employee of Project Renewal. What would be the first three tasks
you would begin to work on? The solutions listed on the previous page
recommendations you might make, but please give any you feel are important.
The priority listing of Need/Service areas might be helpful to you. (Do
not include asking older adults for their opinions because one phase of
Project Renewal does that.)

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

Now circle the number preceding any of the ideas you presented which you
would be willing to discuss with Project Renewal Staff.

QUESTIONS AND COMMENTS: _____

_____

_____

_____

_____

_____

RETURN THIS PAGE

PART II

1. Name of agency or group_____

2. In which county or counties do you provide services or activities?
___Carroll   ___DeKalb   ___Winnebago   ___other
___Jo Daviess   ___Ogle   ___Boone
___Stephenson

3. Approximately what area do you serve?
___part of town   ___one town   ___county   ___more than one county

4. Are you able to serve all of the older adults who need or desire service?
___yes   ___no

5. If not, what is the obstacle?
___waiting list   ___agency's inability to identify those
___transportation   in need
___lack of funding for programs   ___need for additional staff training
___prospect's unawareness of service   ___ _____

6. How does your staff receive its training after employment?
___on-the-job, informally   ___lectures, seminars, workshops
___structured orientation by staff   ___college courses
___staff meetings
___meeting with others "in the field"

7. Would further training resources be helpful?
___yes   ___no

8. If yes, when would further learning experience be convenient?
___during daytime   ___during evening   ___on Saturday

9. Where would further learning experiences be convenient?
___in your facility   ___elsewhere in community   ___community college

10. Following is a list of some service categories. It is an adaption of the
United Way of America Social Service Identification System. Please check cate-
gories in which your agency or group provides service for older adults. For
some specialized agencies, perhaps only one or two sub-categories will apply.

ADEQUATE INCOME
___employment services   ___consumer protection and safety
___income insurance   ___consumer education
___financial aid (continuing   ___financial information
                                  ___ _____

ENVIRONMENTAL AND MATERIAL NEEDS
___food and nutrition   ___housing
    ___food stamps   ___rent supplements
    ___group meals   ___public housing
    ___mobile meals   ___assistance in housing search
___clothing   ___environmental protection and enrichment
___legal aid
___transportation   ___ _____

OPTIMAL HEALTH
___public health nursing   ___mental health maintenance and care
___community health education   ___psychiatric treatment
___community clinic   ___transitional care
___home health care   ___alcoholism program
___medical supplies and equipment   ___drug dependence program
___medical care services   ___rehabilitation

ADEQUATE KNOWLEDGE AND SKILLS
___formal education   ___informal education
                                 ___information-type sessions
                                 ___hobby-type sessions

OPTIMAL PERSONAL & SOCIAL ADJUSTMENT & DEVELOPMENT
___counseling   ___supportive service
___homemaker   ___retirement preparation
___day care (for older adults)   ___friendly visiting
___foster home care (for older adults)   ___daily telephone check
___group home (for older adults)   ___emergency help
___crisis intervention   ___recreation
___cultural enrichment   ___entertainment

RETURN THIS PAGE

A P P E N D I X   D

Other Forms

1. Individual Questionnaire for Older Adults:
   Cover Letter

2. Individual Questionnaire for Older Adults:
   Copy

3. Survey of Present Services and In-Service
   Training (See C-20)

-D-

Project Renewal

...striving to serve the elderly
through interinstitutional cooperation.

- HIGHLAND COMMUNITY COLLEGE
- NORTHERN ILLINOIS UNIVERSITY
- KISHWAUKEE COMMUNITY COLLEGE
- ROCK VALLEY COLLEGE

April 1973

Dear Friend,

Thank you for your cooperation with Project Renewal. Project Renewal is a study being made by four colleges: Highland (Freeport), Kishwaukee (Malta), Rock Valley (Rockford), and Northern Illinois University (DeKalb). The purpose of the study is to answer these questions: How can the community college better serve the older adult? If the four colleges join efforts among themselves and with others, how can they serve the older adult still better?

The Questionnaire that you answer will help us learn what you need or care about most. We believe that a generation which helped build the community deserves to share in its activities.

Sincerely,

Sandra Locke

Sandra Locke
Project Director
c/o Adult Education
Rock Valley College
Rockford, Illinois 61101
(815) 226-3709

SL:pk

D-1

QUESTIONNAIRE

TOWN WHICH YOU LIVE IN OR NEAR _____

1. WHAT COUNTY DO YOU LIVE IN?

___Boone   ___Jo Daviess   ___Winnebago

___Carroll   ___Ogle   ___Other

___DeKalb   ___Stephenson

2. WHAT IS YOUR AGE?

___55-59   ___60-64   ___65-69   ___70-74   ___75-79   ___80-84   ___85 or older

3. WHAT IS YOUR SEX?

___Male   ___Female

4. WHICH OF THESE BEST DESCRIBES YOUR EDUCATION?

___Attended grade school   ___Attended high school   ___Attended college

___Graduated grade school   ___Graduated high school   ___Graduated college

5. WHERE DO YOU LIVE?

___in the country   ___in a town 5,001-10,000   ___in a town larger than 25,000

___in a town or less than 5,000 ___in a town 10,000-25,000

6. WHAT KIND OF PLACE DO YOU LIVE IN?

___High rise   ___Relative's home or apartment ___Other group home

___My own apartment or home   ___Nursing home   ___Other: Please name

_____

7. HOW MUCH TIME DO YOU SPEND WITH FAMILY OR FRIENDS?

___Most   ___Some   ___Now and then   ___Hardly any

8. HOW OFTEN DO YOU TAKE PART IN GROUP ACTIVITIES?

___Daily   ___Weekly   ___Monthly   ___Now and then   ___Hardly at all

9. IF PUBLIC TRANSPORTATION WERE AVAILABLE WHEN YOU NEEDED IT, WHEN WOULD YOU USE IT?

___Weekdays   ___Weekday evenings   ___Saturday   ___Saturday evenings

___Sunday

10. WHAT WOULD YOU LIKE TO LEARN MORE ABOUT?

_____   _____

_____   _____

_____   _____

_____   _____

11. IF TRANSPORTATION WERE NOT A PROBLEM, WHERE WOULD YOU LIKE TO MEET TO TALK ABOUT THE THINGS YOU LISTED IN NO. 10?

___Local School   ___Community Center   ___Community College

___Church   ___Drop-in Center   ___University

___Public Library   ___High-rise Center   ___Nursing Home

                                                         ___Someone's Home

12. WOULD TRANSPORTATION BE A PROBLEM IF YOU MET IN THE PLACE YOU MARKED IN NO. 11?

          ___Yes   ___No

13. WHICH WOULD BE THE EASIEST FOR YOU TO REACH?

___Local School   ___Community Center   ___Community College

___Church   ___Drop-in Center   ___University

___Public Library   ___High-rise Center   ___Nursing Home

                                                         ___Someone's Home

14. IN WHAT WAY WOULD YOU LIKE TO LEARN MORE ABOUT THE THINGS THAT INTEREST YOU?

___Meeting with other older adults   ___Reading

___Meeting with a mixed age group   ___Radio

                                            ___Television

15. IF YOU COULD PARTICIPATE IN ANY ACTIVITY YOU WANTED TO, WHAT WOULD IT BE?

_____   _____

_____   _____

_____   _____

16. WHAT ENTERTAINMENT OR SOCIAL ACTIVITIES DO YOU ENJOY?

_____   _____

_____   _____

_____   _____

17. DO YOU USE THE PUBLIC LIBRARY?

_____ Yes   _____ No

18. HOW COULD THE LIBRARY BE MORE USEFUL TO YOU?

_____

_____

19. HOW COULD THE NEWSPAPER, RADIO, AND TELEVISION BE MORE HELPFUL TO YOU?

Newspaper _____

Radio _____

Television _____

20. ONE GROUP WHOSE FEELINGS WE ALSO WANT TO KNOW ABOUT ARE OLDER ADULTS LIVING ALONE WHO DO NOT USUALLY TAKE PART IN GROUP ACTIVITIES. PLEASE NAME SOME OF THESE PERSONS THAT YOU MAY KNOW OF:

Name	Address	Phone

MARK AN <u>X</u> IN FRONT OF THE THINGS THAT YOU NEED HELP WITH OR WISH YOU KNEW MORE ABOUT.

21. FORMAL EDUCATION

___ Grade School Diploma

___ High School Diploma

___ 2 Year College Degree

___ 4 Year College Degree

___ Graduate Work

___ Post Graduate Work

___ Attending High School Classes without being graded

___ Attending College Classes without being graded

___ Sharing some things that I know or can do with a Class

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22. INFORMAL LEARNING:

___How to use the Public Library

___Insurance

___Taxes

___Loans

___Savings and Checking Accounts

___Buyer's Information

___Special Diets

___More nutritrious Meals

___Repairing and Making Clothes

___How to find help if I have a problem

___How to Make Home repairs

___How to avoid being cheated on Home Improvements

___How to sell my Home

___Paying for a Home by Mortgage or Contract

___Being evicted

___How to write a Will

___How to care for a Car

___The Aging Process

___Feelings about aging

___Mourning the Death of a loved one

___Feelings about death

___How to Register to vote

___How to be a better informed voter

___How to influence officials

MARK AN X IN FRONT OF THE THINGS THAT YOU NEED HELP WITH OR WISH YOU KNEW MORE ABOUT.

23. PERSONAL AND SOCIAL AREAS

___Getting along with my family

___Counseling for a member of my family

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___Help in cooking and cleaning chores that I am not able to do.

___Getting into a group home for older adults

___Preparing for retirement

___Someone to visit me

___Daily phone call by someone who makes sure I am all right

24. RECREATIONAL

___Recreation I can take part in

___Recreation I can watch.

25. CULTURAL

___Attending concerts and plays, visiting art museums, etc.

___Taking part in music, drama, art

___Understanding music, drama, and art better

26. SPIRTUAL

___Group worship

___Personal spiritual activity

27. ORGANIZATION

___How to become a volunteer in the community

___How to start a small business

___Where to complain about being refused housing because of my age

___Where to complain about being refused housing because of my age

28. EMPLOYMENT

___Finding a job

___Training for a job

___Getting certified to work because I am not a citizen

___Finding a job I can do in my own home

29. INCOME PROTECTION

___Medicare   ___Railroad worker's insurance

___Unemployment benefits   ___Disability benefits

___Workman's compensation   ___Pension information

30. FINANCIAL AID

___Old age assistance

___Emergency assistance

___General assistance

31. BUYER's PROTECTION

___How to get more for my money and how to avoid being cheated

___Who to tell when I think I have been cheated

32. FOOD AND NUTRITION

___Food stamps

___Going to a place where I can eat with others

___"Meals on Wheeels" (Delivery of meals to the home)

33. CLOTHING

___Buying good used clothing

34. HOUSING

___Help in meeting my rent payments

___Getting into public housing

___Find a home or apartment to live in

35. TRANSPORTATION

___to job   ___to get food stamps

___to medical appointments   ___to do other business errands

___to shop   ___to educational events

___to visit friends   ___to entertainment

___to church   ___to community events

36. PUBLIC JUSTICE AND SAFETY

___Legal aid

___Crime prevention

37. SURROUNDINGS

___Cleaner air

___Less noise

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38. HEALTH

___Health education   ___Treatment for alcoholism

___Community clinics   ___Treatment for dependence on drugs

___Home Health Care   ___Special help because of a handicap

___Medical supplies and equipment

39. NOW THAT YOU HAVE READ THE QUESTIONS, PLEASE WRITE ANYTHING ELSE YOU THINK IS IMPORTANT.

_____

_____

_____

_____

_____

_____

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APPENDIX E

Data

1 - 4. Individual Questionnaire for Older Adults:

Total Profile and College District Profiles

5. Individual Questionnaire for Older Adults:

Areas of Interest

6. Survey of Present Services for Older Adults

7. Survey of In-Service Training for Agencies Serving

Older Adults

8 - 9. Adult Continuing Education Classes in Which

Older Adults Enrolled

-E-

RESPONSES TO INDIVIDUAL QUESTIONNAIRE
FOR OLDER ADULTS

HCC = Highland Community College District   RVC = Rock Valley College District
KC = Kishwaukee College District   ( ) = Sample

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
AGE				
55-59	5%	9%	6%	3%
60-64	6%	9%	6%	5%
65-69	25%	24%	25%	25%
70-74	25%	5%	25%	27%
75-79	24%	24%	24%	25%
80-84	8%	24%	6%	7%
85 or older	5%	5%	7%	4%
No Response	1%*	0%	1%	4%
SEX				
Male	29%	24%	13%	45%
Female	68%	76%	82%	52%
No Response	3%	0%	5%	3%
EDUCATION				
Attended Grade School	18%	38%	23%	10%
Graduated Grade School	19%	19%	18%	19%
Attended High School	24%	14%	19%	31%
Graduated High School	20%	19%	18%	23%
Attended College	10%	10%	11%	8%
Graduated College	7%	0%	8%	7%
No Response	2%	0%	3%	2%
URBANNESS				
Country	10%	5%	10%	11%
Town less than 5,000	13%	81%	11%	2%
5,001-10,000	15%	5%	25%	6%
10,001-25,000	19%	10%	14%	25%
25,000+	44%	0%	40%	56%
No Response	0%	0%	0%	0%
DWELLING				
Own Home/Apt.	49%	76%	28%	64%
Relative's Home/Apt.	7%	5%	2%	13%
High Rise	34%	0%	55%	19%
Other Group Home	4%	0%	8%	0%
Other	3%	19%	1%	2%
No Response	3%	0%	6%	2%

*Sub-Category totals may vary from 100% because of a) rounding or b) multiple responses.

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
SOCIAL CONTACTS				
Most	29%	43%	19%	36%
Some	38%	52%	42%	31%
Now and Then	21%	0%	23%	23%
Hardly Any	6%	5%	3%	10%
No Response	6%	0%	13%	0%
ACTIVITIES				
Daily	11%	0%	19%	5%
Weekly	37%	33%	35%	38%
Monthly	17%	29%	13%	20%
Now and Then	17%	14%	14%	20%
Hardly at All	12%	10%	13%	13%
No Response	6%	14%	6%	4%
PUBLIC TRANSPORTATION NEEDED				
Weekdays	52%	48%	56%	49%
Weekday Eve.	3%	0%	3%	4%
Saturday	6%	9%	1%	10%
Saturday Eve.	1%	0%	0%	3%
Sunday	7%	5%	13%	2%
No Response	30%	38%	27%	32%
INTERESTS IN LEARNING				
No Responses	56%	28%	57%	60%
1 or 2 Responses	39%	67%	36%	36%
3 or More Responses	5%	5%	7%	4%
SITE PREFERENCE				
Local School	13%	0%	2%	27%
Church	23%	14%	17%	31%
Hi-Rise Center	17%	0%	30%	7%
Drop-In-Center	8%	28%	10%	2%
Community Center	5%	38%	0%	4%
Public Library	2%	10%	1%	2%
Nursing Home	1%	0%	1%	2%
Community College	4%	0%	0%	2%
University	0%	0%	0%	0%
Someone's Home	0%	0%	0%	0%
No Response	30%	10%	39%	23%
MOBILITY: Transportation Problem if met @ Site Preference				
No	47%	33%	41%	54%
Yes	22%	57%	17%	20%
No Response	32%	10%	41%	26%

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
ACCESSIBILITY				
Local School	16%	5%	5%	30%
Hi-Rise Center	19%	0%	35%	5%
Church	17%	9%	13%	24%
Drop-In-Center	7%	29%	8%	2%
Community Center	6%	43%	1%	4%
Public Library	2%	0%	1%	3%
Nursing Home	.4%	0%	1%	0%
Community College	0%	0%	0%	0%
University	0%	0%	0%	0%
Someone's Home	0%	0%	0%	0%
No Response	32%	14%	36%	32%
LEARNING METHOD				
Meet With Other Older Adults	35%	52%	26%	40%
Meet With Mixed Age Group	33%	38%	31%	34%
Television	6%	0%	8%	5%
Reading	5%	10%	6%	4%
Radio	2%	0%	4%	2%
No Response	18%	0%	25%	15%
INTERESTS IN ACTIVITIES				
No Responses	51%	28%	49%	58%
1 or 2 Responses	41%	42%	41%	40%
3 or More Responses	8%	28%	10%	2%
INTERESTS IN SOCIAL ACTIVITIES/ENTERTAINMENT				
No Responses	38%	19%	39%	40%
1 or 2 Responses	45%	62%	39%	48%
3 or More Responses	17%	19%	22%	12%
DO YOU USE PUBLIC LIBRARY				
No	82%	90%	93%	69%
Yes	18%	10%	7%	31%
COULD MEDIA BE MORE USEFUL TO YOU				
Yes	43%	57%	37%	46%
No	57%	43%	63%	54%
FORMAL EDUCATION INTEREST				
Sharing Things I Know With A Class	26%	38%	15%	29%
Attend College Classes Without Grade	7%	10%	5%	8%
Grade School Diploma	4%	10%	5%	2%
High School Diploma	1%	0%	2%	0%
Two-Year College Degree	1%	0%	2%	0%
Graduate Work	1%	0%	1%	2%
Post Graduate Work	1%	0%	2%	0%

Responses To Individual Questionnaire Continued

CATEGORIES	(241) TOTAL	(21) HCC	(109) KC	(111) RVC
INFORMAL LEARNING				
Ins., Tax, Loans, Etc.	31%	33%	17%	45%
How To Find Help	23%	52%	17%	23%
Spec. Diets/Nutrition	22%	38%	23%	19%
Home Improvements	18%	43%	7%	23%
Aging Process/Feelings	16%	19%	12%	19%
Eviction/Wills	13%	24%	11%	14%
Death/Feelings	12%	38%	5%	14%
Voting	12%	29%	15%	5%
Repair/Making Clothes	10%	24%	12%	5%
Car Care	7%	10%	6%	8%
Using Public Library	5%	24%	4%	3%
PERSONAL AND SOCIAL AREAS				
Recreation	44%	10%	50%	44%
Income Protection	42%	43%	40%	44%
Cultural Activities	36%	38%	29%	41%
Spiritual Activities	36%	14%	48%	28%
Transportation	34%	38%	39%	28%
Buyer's Protection	29%	24%	22%	38%
Financial Aid	26%	19%	18%	34%
Eating With Others	23%	19%	26%	19%
Help With Household	19%	14%	17%	23%
Surroundings	13%	10%	17%	14%
Employment	11%	24%	9%	10%
Daily Call	10%	14%	9%	10%
Someone To Visit Me	10%	19%	6%	13%
Meals On Wheels	9%	14%	6%	11%
Legal Aid	7%	14%	8%	5%
Being Community Volunteer	7%	5%	8%	5%
Food Stamps	6%	14%	4%	6%
Finding Home/Apt.	6%	5%	3%	9%
Family Relations	6%	10%	4%	7%
Getting in Group Home	5%	10%	8%	1%
Clothing	5%	10%	6%	4%
Rent Payments	5%	5%	3%	7%
Preparing To Retire	5%	5%	3%	6%
Public Housing	3%	5%	1%	5%
Being Refused Housing	3%	0%	4%	3%
Family Counseling	2%	5%	3%	2%
Start Small Business	2%	0%	3%	2%
HEALTH				
Home Health Care	7%	10%	4%	11%
Health Education	7%	5%	5%	10%
Community Clinics	7%	0%	10%	5%
Medical Supplies/Equipment	.4%	10%	4%	4%
Spec. Treat. Handicap	1%	0%	2%	0%
Alcoholism Treatment	.4%	0%	0%	1%
Drug Dep. Treatment	0%	0%	0%	0%

AREAS OF INTEREST*

Among Older Adults

	%	Freq.		%	Freq.
Recreation	44%	106	Legal Aid	7%	17
Income protection	42%	102	Health education	7%	17
Cultural activities	36%	86	Car Care	7%	17
Spiritual activities	36%	86	Being volunteer	7%	16
Transportation	34%	82	Community clinics	7%	16
Insurance, taxes, loans	31%	75	Food stamps	6%	14
Buyer's protection	29%	71	Finding home/apartment	6%	14
Financial aid	26%	62	Family relations	6%	14
How to find help w/problems	23%	55	Getting into group home	5%	12
Eating with others	23%	55	Buying good used clothing	5%	12
Special diets, nutrition	22%	54	Assistance in rent payments	5%	12
Help w/household chores	19%	46	Using public library	5%	12
Home improvement	18%	43	Preparing to retire	5%	11
Aging process	16%	38	Medical supplies/equipment	4%	10
Surroundings, environment	15%	37	Public housing	3%	8
Eviction, wills	13%	32	Being refused housing (age)	3%	7
Feelings about death	12%	28	Family counseling	2%	6
Voting	12%	28	Starting small business	2%	5
Employment	11%	26	Treatment for handicap	1%	2
Daily phone call	10%	24	Alcoholism treatment	.4%	1
Someone to visit me	10%	24	Drug depend. treatment	.0%	0
Repair/making clothes	10%	23			
Meals on wheels	9%	22			
Home health care	7%	18			

*as indicated by 241 older adults on
individual questionnaires

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

GH = Group Homes
Reg. = Regional Agencies
Oth. = Other Agencies

	HCC GH	HCC Other	KC GH	KC Other	RVC GH	RVC Other	Reg.	Total GH	Total Oth.	Grand Total
AREA SERVED										
part of town	0	0	0	0	0	3	0	0	3	3
one town	0	0	0	0	1	4	0	1	4	5
county	1	11	4	11	2	13	0	7	35	42
more than one county	2	3	3	2	3	5	4	8	14	22
ABILITY TO SERVE ALL WHO NEED SERVICE										
yes	0	1	1	5	4	4	2	5	12	17
no	3	11	5	6	2	19	3	10	39	49
REASON FOR INABILITY TO SERVE MORE										
waiting list	2	1	2	0	1	0	0	5	1	6
transportation	0	5	1	2	0	9	1	1	17	18
lack of funding for programs	0	6	4	5	1	13	2	5	26	31
prospect's unawareness of service	0	3	1	4	0	8	2	1	17	18
agency's inability to identify those in need	0	4	0	6	0	7	1	0	18	18
need for additional staff training	0	2	0	2	0	4	0	0	8	8
AREAS OF PRESENT SERVICE:ADEQUATE INCOME										56
employment services	1	2	1	2	0	3	1	2	8	10
income insurance	0	0	0	0	0	0	1	0	1	1
financial aid (continuing)	0	3	2	1	1	3	2	3	9	12
consumer protection and safety	0	1	2	2	0	1	1	2	5	7
consumer education	0	3	1	3	0	1	0	1	7	8
financial information	0	4	1	6	0	5	2	1	17	18
ENVIRONMENTAL AND MATERIAL NEEDS										136
food and nutrition	1	4	3	3	3	10	2	7	19	26
food stamps	0	3	1	2	0	3	1	1	9	10
group meals	0	0	1	0	1	4	0	2	4	6
mobile-meals	0	0	2	2	0	4	1	2	7	9
clothing	0	3	1	3	0	3	2	1	11	12
legal aid	0	2	1	1	0	1	0	1	4	5
transportation	1	2	3	3	1	7	1	5	13	18
housing	1	4	3	2	2	3	2	6	11	17
rent supplements	0	2	1	1	0	1	1	1	5	6
public housing	0	2	1	0	0	1	1	1	4	5
assistance in housing search	0	5	0	2	0	4	1	0	12	12
environmental protection and enrichment	0	4	2	3	1	0	0	3	7	10
OPTIMAL HEALTH										121
public health nursing	0	2	0	2	1	3	1	1	8	9
community health education	0	2	1	3	0	3	1	1	9	10
community clinic	0	1	0	0	0	2	1	0	4	4
home health care	0	3	1	3	0	5	2	1	13	14
medical supplies and equipment	2	2	2	3	1	2	2	5	9	14
medical care services	2	2	3	3	2	5	1	7	11	18
mental health maintenance and care	0	2	2	4	1	2	1	3	9	12
psychiatric treatment	0	1	2	2	0	3	1	2	7	9
transitional care	0	1	2	0	0	1	1	2	3	5
alcoholism program	0	1	0	0	0	3	2	0	6	6
drug dependence program	0	0	0	0	0	1	0	0	1	1
rehabilitation	1	3	3	2	4	5	1	8	11	19
ADEQUATE KNOWLEDGE AND SKILLS										67
formal education	0	3	0	2	0	3	1	0	9	9
informal education	0	3	1	2	3	8	1	4	14	18
information-type sessions	0	3	2	4	1	8	1	3	16	19
hobby-type sessions	1	3	2	4	2	9	0	5	16	21
OPTIMAL PERSONAL & SOCIAL ADJUSTMENT AND DEVELOPMENT										185
counseling	1	3	4	6	1	6	2	6	17	23
homemaker	0	2	2	1	0	2	1	2	6	8
day care (for older adults)	0	0	1	0	1	1	0	2	1	3
foster home care (for older adults)	0	0	1	0	0	0	2	1	2	3
group home (for older adults)	1	3	3	1	1	3	2	5	9	14
crisis intervention	0	2	0	4	0	7	1	0	14	14
cultural enrichment	0	3	2	2	2	7	0	4	12	16
supportive service	0	1	4	3	0	6	0	4	10	14
retirement preparation	0	2	0	2	0	1	1	0	6	6
friendly visiting	0	3	2	3	0	5	0	2	11	13
daily telephone check	0	0	2	1	0	2	0	2	3	5
emergency help	0	2	2	3	0	6	0	2	11	13
recreation	2	3	4	3	4	12	1	10	19	29
entertainment	2	3	4	3	3	8	1	9	15	24

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SURVEY OF IN-SERVICE TRAINING
Practices and Needs

HCC = Highland Community College
KC = Kishwaukee College
RVC = Rock Valley College

GH = Group Homes
Reg. = Regional Agencies
Oth. = Other Agencies

	HCC		KC		RVC		Reg.	Total		Grand
---	GH	Other	GH	Other	GH	Other	(Oth.)	GH	Other	Total
PRESENT IN-SERVICE TRAINING										
on-the-job informally	2	13	6	9	4	18	4	12	44	56
structured orientation by staff	3	3	3	6	3	9	3	9	21	30
staff meetings	2	9	6	9	5	14	5	13	37	50
meeting with others "in the field"	1	11	6	9	2	13	3	9	36	45
lectures, seminars, workshops	2	1	5	7	2	13	3	9	24	33
college courses	1	0	2	4	0	10	1	3	15	18
DESIRABILITY OF FURTHER TRAINING RESOURCES										
yes	3	1	5	10	4	19	3	12	33	45
no	0	1	1	1	1	4	2	2	8	10
PREFERRED TIME FOR TRAINING										
during daytime	2	0	2	6	3	11	0	7	17	24
during evening	2	1	3	5	2	7	2	7	15	22
on Saturday	0	0	2	1	0	5	1	2	7	9
PREFERRED SITE FOR TRAINING										
in your facility	2	0	4	4	3	10	0	9	14	23
elsewhere in community	1	0	3	5	0	7	1	4	13	17
community college	1	1	2	6	1	9	3	4	19	23

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ADULT CONTINUING EDUCATION ENROLLMENT
Rock Valley College
Fall, 1972

Females Aged 60 and over

1912 Upholstering
    Organic Gradening
    Basic Auto Mechanics for Women
    Creative Dramatics for Elem. Teachers
       Bridge II*
    Swim-Slim Trim
    Sewing
    Typing (Beginning)
    Antique Furniture Refinishing
    Advanced Weaving
    Bridge
    Men's Tailoring
    Needlepoint
1911 Beginning Painting (2)
    Floral Arranging
    Beginning Typing*
    Creative Stitchery
    Conversational Norwegian
    Creative Dramatics for Elem. Teachers*
1910 Conversational Spanish (2)
    Swimming
    Conversational Italian
    Food Preparation
    Lip Reading
1909 Swedish
    Technical Report Writing
    Advanced Sewing & Drapery
    Bridge II
1908 Oil Painting
    Intermediate Sewing
    Introductory Child Care
1907 Bookkeeping & Accounting
    Woodworking
    Slim-Trim*
    Beginning Typing*
    Typing Refresher*
1906 Anatomy
    Portrait Painting
    Creative Dramatics for Elem. Teachers***
1905 Drawing-Painting
    Beginning Painting*

Italian
Upholstery
Advanced Weaving*
Cake Decorating
Drawing-Painting
Holiday Crafts
Conversational German
1901 Oil Painting*
    Bridge II*
1896 Oil Painting**

Males Aged 60 and over

1912 Ground School Flight Training
    Speech for Business, Industry
    Geom. and True Po's. & Tol.
    Ceramics
    Ballroom Dancing (2)
1911 Computer Math
    Men's Tailoring
    Small Gasoline Engine Repair
1910 Lapidary Science (2)
    Communications Technology
    Welding (2)
    Driver's Ed
1909 Upholstery
    Amateur Radio
    Basic Photography
1908 Small Engine Repair*
    Amateur Radio*
    Beginning Pottery
1907 Refrigerator-Air Conditioning (3)
    Antique Furnishings
    Amateur Radio* (2)
    Semiconductor
1906 Woodworking
    Weaving
1905 Woodworking
1904 Cake Decorating II
1903 Oil Painting
1902 Auto Mechanics
1893 Upholstery*

( ) = enrollment of classes having more than one older adult
 * = class mentioned in a previous year of given column

ADULT CONTINUING EDUCATION ENROLLMENT
Rock Valley College
Spring 1972

Females Aged 60 and over

1913 German II
     Business Management
     Swimming
     ·Conversational Swedish
     Cake Decorating
     Painting
     Caning.
1912 Home Economics
     Knitting
     Painting*
     Business
     Upholstery
     Introductory Child Care
1911 Beginning Typing
     Tailoring
     Sewing
     Art
     Graphics
1910 Spanish
     Upholstery*
     Cake Decorating
1909 Basic Drawing
     Sewing*
     Beginning Typing*
     First Aid
     Conversational Spanish*
1908 Painting**
     Drawing*
1907 Bookkeeping & Accounting
     Painting***
     Communications
1906 Swedish I (3)
1903 Spanish**
1902 Sewing***
     German
1901 Art*

Males Aged 60 and over

1913 Technical Auto Mechanic (2)
1912 Techincal Communications
     Italian
     Graphic Drawing
1910 Upholstery
     Painting
     Stock Market
     Basic Welding
1909 Semiconductor Network Analysis
     Lip Reading
     Art
1908 Real Estate
     Emergency Medical Technology
     Upholstery
     Italian
     Drawing
1906 Ballroom Dancing
     Small Engine Repair
1903 Painting*
1896 Portrait Painting

( ) = enrollment of classes having more than one older adult
 * = class mentioned in a previous year of given column

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